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ABSTRACT

The document contains 47 activities for Grade 7. The contents include the following areas: vocabulary; a large variety of inventory and other forms focusing especially on self awareness, self evaluation, and value clarification; a 44-page unit guide for a course called Know Yourself, which includes objectives, activities, evaluation, and resources; suggested local survey questions; worksheets for guest speaker evaluation, field trip information, and parent interviews; 14 diagrams showing related occupations based on interest and ability; career preparation suggestions in the areas of air industry, tourism, general jobs, career choice, environment, sports, career conflict, food service, horticulture, color skills, and recording; and a check list for planning field trips to economic enterprises. (EC)

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3. Vocabulary of Self Awareness Word Search
5. 20 Things I Love to Do
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7. Priority Ladder: Values Clarification Strategy No. 3 from COLLOQUY
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1. physical characteristics
 - a) features of a person's outward appearance
 - b) past history
 - c) features of a person's imagination
 - d) able to wait calmly without complaining
2. reliable
 - a) friendly to all people
 - b) able to know what is real or not real
 - c) will be what is expected without being forced to do so
3. personality
 - a) past history
 - b) able to do something mentally or physically
 - c) features of a person's outward appearance
 - d) what a person is usually like as an individual
4. thorough
 - a) understanding of other's feelings or ideas
 - b) always on time
 - c) doing things completely so that no part is left undone
 - d) being sure of yourself
5. confident
 - a) assisting other people
 - b) means what is said; truthful with other people
 - c) able to know what is real or not real
 - d) being sure of yourself
6. optimistic
 - a) looking at the bright side of a situation; hopeful
 - b) quick to learn and understand a certain thing
 - c) doing things completely so that no part is left undone
 - d) glad; almost always in a happy mood
7. helpful
 - a) will not lie, cheat, or steal
 - b) awake to things going on and people's reactions to them
 - c) assisting other people
 - d) being sure of yourself
8. sympathetic
 - a) able to know what is real or not real
 - b) being sure of yourself
 - c) understanding of others' feelings or ideas
 - d) able to wait calmly without complaining
9. loyal
 - a) works well with other people
 - b) standing up for friends or ideas you believe in
 - c) sure of yourself
 - d) quick to learn and understand a certain thing

10. cooperative
- a) able to know what is real or not real
 - b) a feeling of curiosity about something
 - c) friendly to all people
 - d) works well with other people
11. self-controlled
- a) doing things completely so that no part is left undone
 - b) means what is said; truthful with other people
 - c) able to handle anger and other feelings
 - d) friendly to all people
12. poised
- a) able to do something mentally or physically
 - b) a person who is a "jinx" or poison to other people
 - c) stays calm in an emergency; moves with confidence
 - d) usually in a good mood
13. punctual
- a) looking at the bright side of a situation; hopeful
 - b) always on time
 - c) sure of yourself
 - d) standing up for friends or ideas you believe in
14. tactful
- a) able to wait calmly without complaining
 - b) sure of yourself
 - c) will not lie, cheat, or steal
 - d) able to say or do the right thing without hurting anyone
15. alert
- a) assisting other people
 - b) awake to things going on and reactions to these things
 - c) will do what is expected without being forced to do so
 - d) doing things completely so that no part is left undone
16. self-reliant
- a) having faith in yourself that you will do or say the best thing in a situation
 - b) doesn't brag about himself
 - c) understanding of others' feelings or ideas
 - d) behaving nicely toward other people
17. trustworthy
- a) able to wait calmly without complaining
 - b) quick to learn and understand a certain thing
 - c) can be depended upon to do what is supposed to be done
 - d) continues to work at things until they are finished

18. honest
- a) works well with other people
 - b) will do what is expected without being forced to do so
 - c) assisting other people
 - d) will not lie, cheat, or steal
19. pleasant
- a) will not lie, cheat, or steal
 - b) usually in a good mood
 - c) sure of yourself
 - d) always trying to please everyone
20. cheerful
- a) doing things completely so that no part is left undone
 - b) glad, almost always in a happy mood
 - c) able to do something mentally or physically
 - d) able to know what is real or not real
21. courteous
- a) quick to learn and understand a certain thing
 - b) behaving nicely toward other people
 - c) can be depended upon to do what is supposed to be done
 - d) will not lie, cheat, or steal
22. persistent
- a) always on time
 - b) able to wait calmly without complaining
 - c) continues to work at things until they are finished
 - d) a person who is a "jinx" or poison to other people
23. sincere
- a) means what is said; truthful with other people
 - b) a feeling of curiosity about something
 - c) able to know what's real or not real
24. modest
- a) doesn't brag about himself
 - b) will not lie, cheat, or steal
 - c) will do what is expected or required without being forced to do so
 - d) assisting other people
25. patient
- a) quick to learn and understand a certain thing
 - b) friendly to all people
 - c) doesn't brag about himself
 - d) able to wait calmly without complaining
26. leisure
- a) features of a person's imagination
 - b) free time
 - c) past history
 - d) awake to things going on and reactions to these things
27. ethics
- a) works well with other people
 - b) awake to things going on and reactions to these things
 - c) past history
 - d) personal view of right and wrong; set of morals

Events of my Life

Draw a line across the middle of your paper. Mark one end with your birthday and then mark off every one or two inches to represent the years of your life to the present time.

1. Place an "H" along the line for each time that you changed your hair style. Number the symbols.
Make a key to hair change on the paper. For each symbol tell what the hair change was, why you made the change, and what you think about that style now.
2. How many places have you lived in your life? Place a house symbol at each age you lived in a different house. Number the houses.
Make a key for places you lived. For each house symbol tell where you lived.
3. How did you celebrate your last five birthdays? Make a chart to show what you did.
4. Have you ever been in a serious accident or been very ill? Place a symbol for these on your time line to show when they happened. Number the symbols.
Make a key and tell what happened for each symbol.
5. Recall all of the Christmas presents you gave your mother in the last five years.
Make a key of these presents telling what you gave.
6. Recall all the pets you have ever had.
Place a "P" on the time line to show each time you got a pet. Number the symbols. Make a key to show what kind of animal you received and that animal's name.
7. Recall the vacation trips you have taken in the last 5 years. Use a car symbol to show trips taken on your time line. Number the symbols.
Make a key to your symbols telling where you went on each trip.
8. Think of all of the things you have wanted to be (jobs) since you can remember. Make a key to this telling approximately what you wanted to be and how old you were at the time.
9. Write on the time line any important events in your life that you want marked.

* * *

You may not want to share some of the information asked for above or feel it was not important for you. If so, substitute from the list below for items above so that you have at least 9 items total:

1. What hobbies have you tried during your life? Were they long-lasting or did you forget them quickly? Mark on the time-line when you became interested in each hobby and make a key to explain.
2. Make a key to show five of the funniest things you've ever seen.
3. Name 6 of your favorite things. Example: a special dress or hat. Make a key to show why they are special to you.

4. Name five stories, movies, or records that you especially like.
Why so you like them?
5. Who were your best friends through your whole life? List them.
Put a star by those you count as best friends today.

Appendix 3

R	O	S	Y	H	P	H	Y	H	E	L	P	L	E	A	S
N	T	T	S	E	L	F	R	E	L	A	F	C	H	A	A
A	P	O	I	S	E	D	E	L	O	Y	U	H	A	R	N
R	E	H	C	O	U	C	L	I	H	P	L	A	R	A	T
I	E	E	A	U	R	H	I	A	E	U	T	A	C	O	U
P	R	L	L	S	T	A	A	N	L	N	R	E	L	I	H
S	F	T	C	E	E	R	A	T	A	G	T	P	C	A	A
E	U	R	H	C	O	O	P	P	L	T	F	H	T	B	L
R	L	U	A	R	U	S	E	S	E	U	U	Y	S	L	P
E	T	S	R	H	S	I	R	Y	A	A	L	S	E	E	O
C	O	U	A	O	P	O	A	M	S	P	Y	I	D	S	U
N	O	P	C	N	E	S	T	P	S	H	T	H	O	M	S
I	C	T	T	T	A	C	I	D	Y	T	I			R	P
S	I	I	E	N	O	C	V	E	M	N	L	E	O	L	Y
C	N	M	R	F	U	L	E	L	P	E	A	I	U	E	H
O	C	I	I	I	T	R	E	L	A	T	N	S	G	A	T
P	T	S	S	D	R	U	S	O	T	S	O	U	H	T	R
A	U	T	T	E	E	S	C	R	H	I	S	R	E	A	O
T	A	I	I	N	E	T	H	T	E	S	R	E	P	C	W
I	L	C	C	T	R	E	I	N	T	Y	E	L	U	F	T
E	N	T	S	E	L	F	C	O	I	C	P	T	R	U	S
H	E	L	P	A	T	I	S	Y	M	P	T	R	P	U	N

physical characteristics
 personality
 confident
 optimistic
 helpful
 sympathetic
 self-reliant
 trustworthy
 honest

pleasant
 cheerful
 courteous
 loyal
 cooperative
 poised
 self-controlled
 tactful
 alert

persixtent
 sincere
 modest
 patient
 reliable
 thorough
 leisure
 ethics

Appendix 5

20 THINGS I LOVE TO DO

Name _____

Most of us have lots of things we like to do but the things we really love to do are fewer. Make a list of 20 things you love to do in the table below.

Example: I love to walk in the rain.

NOTE: This material is confidential. The teacher will not see it unless you want him to.

CODES						
1	2	3	4	5	6	
						1.
						2.
						3.
						4.
						5.
						6.
						7.
						8.
						9.
						10.
						11.
						12.
						13.
						14.
						15.
						16.
						17.
						18.
						19.
						20.

(Appendix 5 continued)

When your list is completed: (refer to codes section of the table)

1. Put a dollar sign in column 1 by each item that requires a cost of at least \$3.00 any time you do it.
2. Place a "F" in column 2 by each item which is more fun for you to do with people and an "A" in column 2 if that item is more fun alone.
3. In column 3, put a "2" in front of any item that would not have been on your list if you had written it 2 years ago.
4. Put a "D" in column 4 in front of anything you love to do which some people might disapprove of.
5. Place an "M" in column 5 if your mother would have the item on her list.
6. Place an "F" in column 6 if your father would have that item.

After you finish steps 1-6, make "I learned" sentences on the back of this sheet.

Example: I learned that almost everything I love takes money because 15 out of the 20 items cost me more than \$3.00 to do them.

Appendix 6

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

PRIORITY

LADDER

Read the list of statements on the enclosed sheet. Write each item on your personal ladder. (Use the underlined word in each sentence to fill-in the ladder.) The highest rung gets the item which is most important to you. The bottom rung is least important to you.

Remember there are no right answers. Each person has his own priorities.

(Appendix 6 continued)

PRIORITY LADDER

- I want to know many different kinds of people.
- I want to handle my anger constructively.
- I want to be myself with people. I want to be open and trusting.
- I want to learn to accept my own errors and shortcomings.
- I want to think independently so I can have faith in my decisions as my own.
- I want to help build close family communication in my home.
- I want to help make the world a better place to live in.
- I want to help make all people free.
- I want to help promote a minimum standard of living for all people on earth.
- I want to help save the earth's beauty. Our environment is fast deteriorating.

Appendix 7

Values Clarification Strategy No. 3 (Priority Ladder)

Provide each person with a ditto of the following diagram. Ask each person to write in each item on his personal ladder. The highest rung gets the item to which each gives his highest priority. Remind everyone that there is no right answer.

Of these ten items, which one earns the top rung of the ladder for you? Which one is least important? Place it on the bottom rung. The question is: Of all of these things, which do you prize and cherish the most?

PRIORITY LADDER

I want to have a clarified set of values to live by.

I want more intimacy with more people different from me.

I want to learn how to change.

I want to live more fully.

I want to help make the world a better place to live in.

I want more ritual and celebration in my daily living.

I want feedback from people so I know how I act.

I want to be more authentic, open, and trusting.

I want to handle my anger more constructively.

I want to live more justly.

(Additional ladders can be made with any other items. There is no magic in having ten rungs either. Innovate.)

When everyone has completed the ladder, draw a ladder on the floor (with chalk or masking tape). Get everyone in the group to stand on the rung upon which he placed each item. For example, the leader could say, "Upon which rung did you place the item: I want to handle my anger more honestly? Stand there with the other people who placed that item on the same rung. Look around the room and see where other people placed it. Go talk with someone and ask him why he put a different priority on that item from your priority. Remember, there is no single right answer."

Appendix 11

THE LIFE RAFT

Make up small groups of six students each. (Groups of less than six should imagine that there are six.)

To the students:

Imagine that your group is a family of adventurers. All of you are worthy seamen (or women). As a family project, you have built and supplied a raft which will accommodate as many as 13 people for two months. On your raft's maiden voyage you make a trip from Florence, Oregon to Tokyo, Japan. After floating for days and days with nothing but waves in every direction you see a small ship in the distance. The ship is a freighter that carries as many as 25 passengers besides the usual freight. On this trip the freighter is carrying 14 passengers besides its crew.

As your raft approaches the ship it is obvious that the freighter is in trouble. The freighter's captain signals for help. You find that there are 14 passengers to be saved since the crew feels it is their duty to go down with the ship. You signal that you only have room for seven of the passengers on your raft. At this point, the freighter's captain signals for someone to swim to the sinking ship to choose the seven to be saved. The freighter is sinking slowly so that it will be at least three hours before it is submerged. The eldest child in your family is a strong swimmer so swims to the ship to get a description of each of the passengers and then swims back to the raft. As a family, you must decide which seven people you will take onto your raft and therefore save their lives.

This is a list of the people who are passengers on the freighter. Choose the seven people who are to be saved.

1. Mr. Stone is 58 years old and the manager of a large department store. He is mostly bald and quite heavy. He is a handy man who likes to repair and build things around the house.
2. Mrs. Morris is 51 years old. She is dressed cleanly, but plainly. She supports herself by cooking in a restaurant since she was divorced and spends her evenings sewing for herself and her friends.
3. Mrs. Landon is 24 years old. She is average sized, has dark, neatly kept hair and is quite attractive. Although she is a housewife, she works part time as a housekeeper and reads for a hobby. She has asked to take her 3-year-old son with her.
4. Danny Landon is 3 years old, red-haired and average sized for a boy his age. He is polite and well-disciplined.
5. Mr. Adams is 37 years old, partially gray, short and quite small. He is a dentist and likes to hunt and fish in his spare time.
6. Mrs. White is 60 years old. She is a widow with gray hair and small sized. She earns her living by working as a housekeeper and a baby sitter. She likes to knit and crochet.

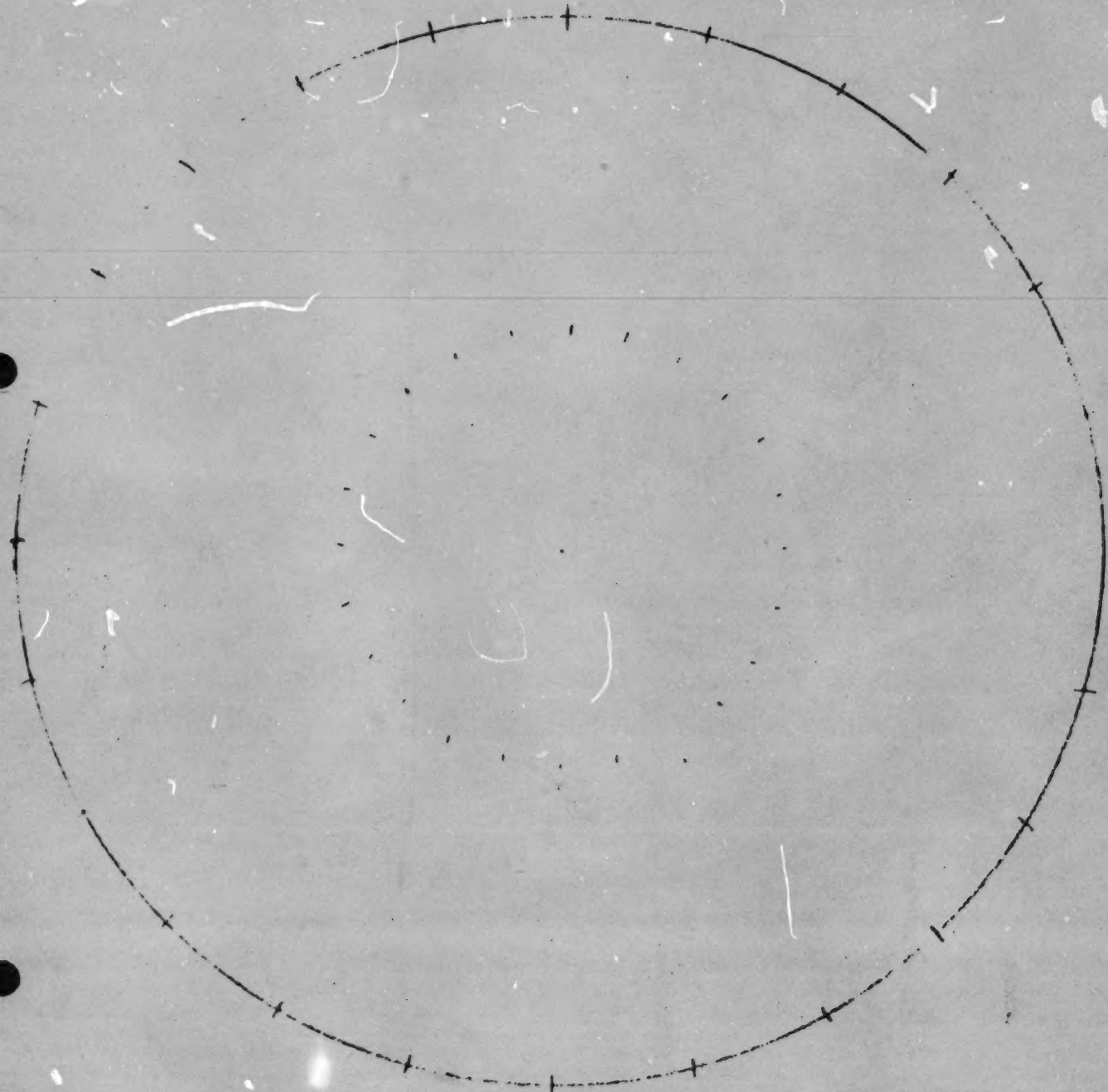
(Appendix 11 continued)

7. Cindy is 16 years old. She is petite and has long blonde hair and a pretty face. She has taken several years of ballet.
8. Mr. Thomas is a man 30 years old who is short and has light hair. He works in a library and is an amateur inventor.
9. Mr. Paul is a 21-year-old Black man. He is tall. He has just finished serving two years in the Air Force and is planning to enter college and continue his study in engineering.
10. Mr. Watson is 52 years old with a medium build and partially gray. He is a physician and spends much of his spare time working on photography.
11. Mrs. Haley is 59 years old, gray-haired and rather overweight. She is a Black school teacher with a special interest in history.
12. Marie is a 19-year-old girl who is quite tall, with dark hair. She is not considered to be attractive by usual standards. She is a college student majoring in biology and works part time at an aquarium. She also like yard work.
13. Randy is 17 years old and a senior in high school. He has long brown hair and is good at working with cars and other mechanical work. He is an average student but often has been in trouble with his teachers and parents.
14. Dale is 10 years old. He is red-haired and large for his age. He is a good student and mows lawns after school. He likes to collect coins.

Appendix 12
THE LEISURE PIE

Name _____

NOTE: Circle is divided into
hours in a day.



Appendix 15

ME: AT AGE 25

Name _____

All people think ahead to what might be for them in the future. Much of their dreams never happen but often the dreams lead to plans and happenings. Think seriously and write short essays after each section below. Pretend you are 25 years old. Take a look at yourself as you might be then. If not enough space is provided to write use the back of this sheet or another sheet or paper.

Name a job that you think you might be doing. Don't say you "don't know," of course you don't really know but pick something. Tell what you do on this job, what kinds of people do you work with (if any), what do you like about your work, what don't you like. Are you tired when you get home? What did you have to do to prepare for your job? What is your income? What kind of a worker are you? Try to be fairly accurate in your answers. If you tell me you are going to be a librarian making a million dollars a year I will doubt seriously that you have thought very far. Find out how much a person makes who has the job you chose. Be realistic.

Look at yourself "at home" at age 25. Where do you live? What is it like at home? What is your house like? Are you married? Children? Pets? If you have children how are you raising them? What are you doing that your parents did right or wrong? What are your friends like?

(Appendix 15 - continued)

No one works all of the time. What do you do for recreation? What are your avocations? Do you attend meetings often? What organizations do you belong to? Do you like sports, music, etc.?

What do you believe in as a person? What are the worst problems our world must face? What things really bother you about these problems? What do you feel has to be done? What are you prepared to do yourself to help? (Note: By the time you are 25 the world's problems may be very different from those of today but pretend they are the same as today.)

Think even farther ahead--age 35. Are you different from you at age 25? What is different? Why?

You have written a great deal about how you see yourself in the future. Now answer the following:

Are you now on the way to what you see for yourself in the future? List three things that are helping you to get what you want for yourself. If you are not on your way, why not? What things are going to keep you from it?

[illegible]

Appendix 16

PERSONALITY

The purpose of this sheet is to help you find out more about yourself and not to spot your faults. Fill in the blanks as best you can and as honestly as you can.

YOU.....

A. With People

1. Which types of people do you have trouble talking to?

☐ Someone you just met	☐ Older people
☐ Your teachers	☐ Your classmates
☐ An important person	☐ Someone of the other sex
☐ Strangers	☐ Someone of your sex
☐ Other: _____	

2. When you lose a game, what do you do?

☐ Show your disappointment	☐ Blame the official
☐ Congratulate the winner	☐ Other: _____

3. If you win a game, what do you do?

☐ Brag about your performance	☐ Try to make the loser feel better
☐ Tease the loser	☐ Other: _____

4. Do you feel it is important to have plenty of money in order to have a good time? Explain your answer: _____

5. What types of people do you have difficulty getting along with?

☐ Bossy	☐ Brainy	☐ Silly
☐ Talkative	☐ Party-minded	☐ Sarcastic
☐ Quiet	☐ Other: _____	

6. Do you think it is very important to be friendly to people? _____

Why or why not? _____

B. Participating:

1. What school clubs or community organizations (Scouts, 4-H, church groups, etc.) do you belong to? _____

2. To what offices have you been elected? _____
3. On what committees have you served? _____

4. In what projects or activities have you been involved? _____

5. How would you feel if a friend of yours was elected student of the year?
____ Happy for the friend ____ Envious of the friend's election
____ Sorry for yourself ____ Determined to beat him next
____ Other: _____ time
6. When you have to make a decision, what do you do?
____ Seek the advice of others ____ Change your mind several
first times
____ Make up your own mind ____ Other: _____
about what to do
7. Has anyone ever said that you don't cooperate with the group very well?
Explain the circumstances:

C. With Your Friends:

1. How many close friends do you have who are boys? _____
2. How many close friends do you have who are girls? _____
3. When people play a joke on you, what do you do?
____ Get angry ____ Plan to play a joke on them
____ Laugh with them ____ Other: _____
4. When you hear gossip about a friend, what do you do?
____ Repeat the gossip to someone else ____ Refuse to pass the gossip on
____ Repeat the gossip to the person involved ____ Other: _____

5. Do you like to argue?

☐ No ☐ Sometimes ☐ Yes

D. Working with other people:

1. When you have a job to do, which do you prefer to do?

☐ Work alone ☐ Have others working nearby
☐ Receive help or advice from others ☐ Do the job with someone else

2. When an activity is being planned at school or in a club, what do you usually do?

☐ Volunteer to take charge ☐ Hope no one asks you to help
☐ Offer to help out ☐ Offer ideas, but neglect to follow through

3. When someone does a better job than you, what do you do?

☐ Compliment the other person ☐ Find fault with the other person
☐ Offer excuses for your performance ☐ Try harder next time

4. If someone tries to show you how to do something, what do you do?

☐ Get annoyed ☐ Listen carefully ☐ Other: _____

5. How do you usually get along with your teachers at school?

☐ Very well ☐ Well
☐ Fairly well ☐ Not very well

E. Yourself:

1. If a friend made fun of something you did that you were proud of how would you react?

☐ Get angry ☐ Accept the criticism for what it's worth
☐ Criticize the friend's work ☐ Other: _____

2. Do you feel that a brother or sister is favored over you at home?

☐ Yes ☐ Sometimes ☐ No
☐ Doesn't apply

(Appendix 16 - continued)

3. A girl you know refused to skip class with the rest of her group.
What would you think about it?
- | | |
|---|---|
| ☐ Admire the girl's courage | ☐ Laugh at the girl for being so weak |
| ☐ Condemn the girl for trying to impress the teacher | ☐ Get angry because the girl wouldn't follow the crowd |
4. Are you ever critical of others because their religious beliefs differ from yours? _____ Explain your answer: _____
5. How is your personal appearance?
- | | |
|---|---|
| ☐ Usually neat and clean | ☐ About as good as most people's |
| ☐ Sometimes sloppy | ☐ Other: _____ |
6. What kind of person do you think you are?
- | | |
|---|--|
| ☐ Pleasant and friendly | ☐ Easy to get along with |
| ☐ Rather selfish | ☐ Sometimes friendly; sometimes not |
| ☐ Hard to get along with | ☐ Other: _____ |

MANNERS AND GROOMING.....

A. How do you look to others?

- | | | |
|--|-----|----|
| 1. Are your clothes usually clean? | Yes | No |
| 2. Do you usually keep your hair clean and combed? | Yes | No |
| 3. Do you have good posture? | Yes | No |
| 4. Do you usually smile? | Yes | No |
| 5. Do you usually look ahead rather than down? | Yes | No |
| 6. Do you keep your teeth clean? | Yes | No |
| 7. Do you usually have your shoes in good repair? | Yes | No |
| 8. Do you try to keep your body free of offensive odors? | Yes | No |
| 9. Do you ever overdress, that is, wear conspicuous clothes just for show? | Yes | No |

Name _____

Personality Traits

Listed below are personality traits which are considered to be important for success on a job and in relationships with other people. You will receive three copies of this sheet. Copy #1: This is YOUR copy to fill out as you see yourself. Ratings are from 1 to 5 with 1 being "Almost never" and 5 being "Almost always". Circle the number which is your estimate after the personality trait. Copy #2 is intended for your parents to complete. Copy #3 is for a friend to complete. When the three sheets have been completed, compare the results and find areas where you and your parents and your friend disagree. Keep these sheets for your records.

I am:

1. Friendly	1 2 3 4 5	15. Honest	1 2 3 4 5
2. Cheerful	1 2 3 4 5	16. Courteous	1 2 3 4 5
3. Pleasant	1 2 3 4 5	17. Careful to avoid bad language	1 2 3 4 5
4. Reliable	1 2 3 4 5	18. Loyal	1 2 3 4 5
5. Thorough	1 2 3 4 5	19. Cooperative	1 2 3 4 5
6. Neat	1 2 3 4 5	20. Poised	1 2 3 4 5
7. Appropriately dressed	1 2 3 4 5	21. Self-controlled	1 2 3 4 5
8. Confident	1 2 3 4 5	22. Punctual	1 2 3 4 5
9. Helpful	1 2 3 4 5	23. Tactful	1 2 3 4 5
10. Optimistic	1 2 3 4 5	24. Alert	1 2 3 4 5
11. Sympathetic	1 2 3 4 5	25. Persistent	1 2 3 4 5
12. Self-reliant	1 2 3 4 5	26. Sincere	1 2 3 4 5
13. Trustworthy	1 2 3 4 5	27. Modest	1 2 3 4 5
14. Honest	1 2 3 4 5	28. Patient	1 2 3 4 5

Write the correct vocabulary word from the given list for each cartoon below.

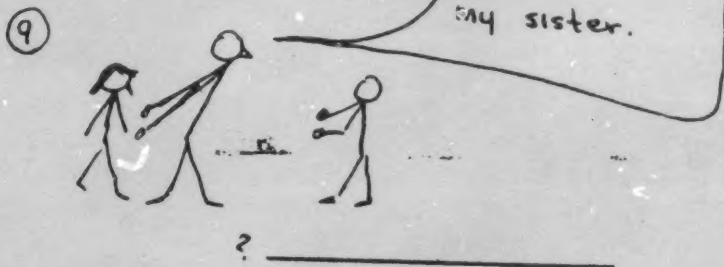
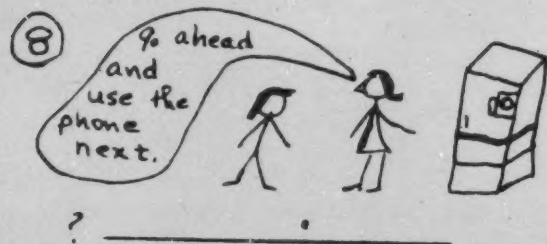
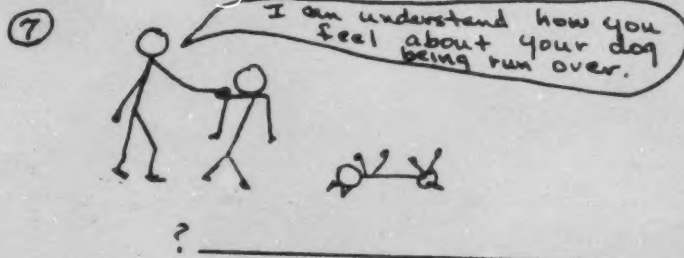
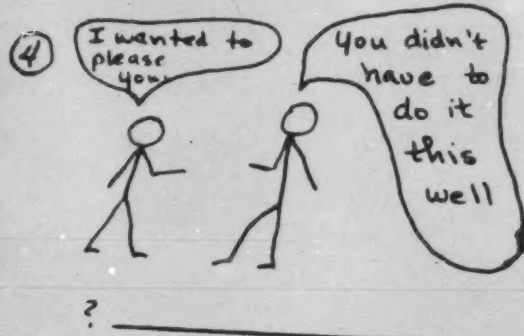
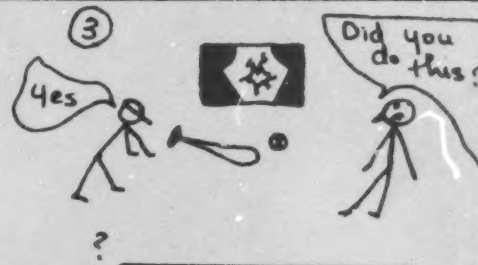
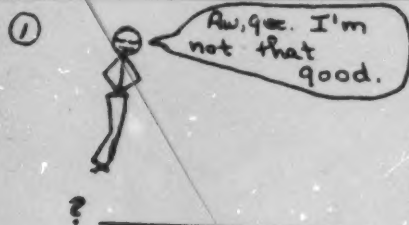
Name _____

alert
confident
courteous
cooperative

honest
loyal
modest
patient

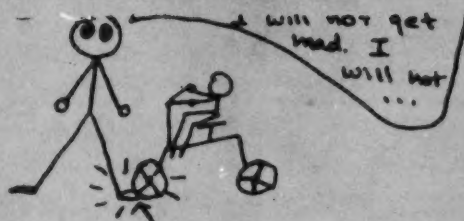
persistent
punctual
poised
self-controlled

optimistic
sympathetic
thorough
tactful



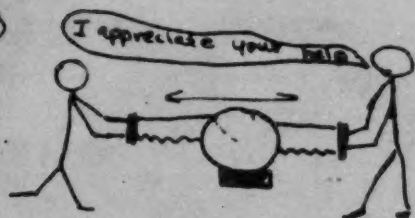


? _____



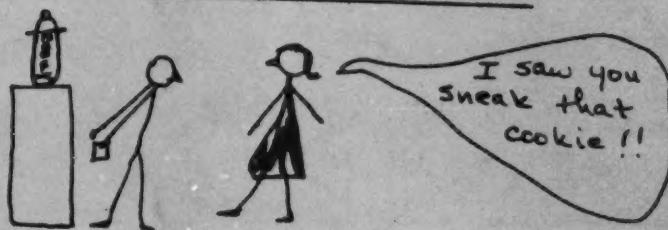
? _____

14



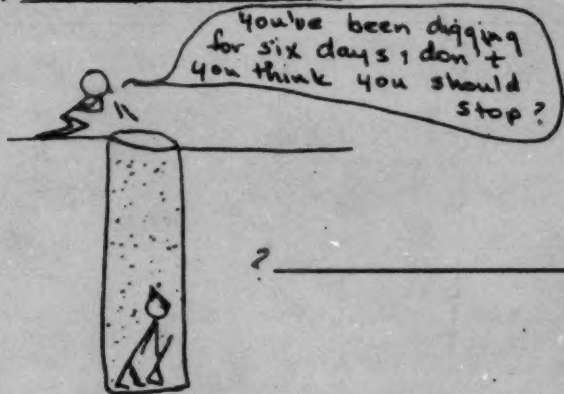
? _____

15



? _____

16



? _____

Looking at the picture-word below write a short definition for each example below:

①

Cheerful

②



③



Punctual

④

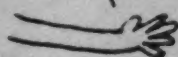
Optimistic

⑤

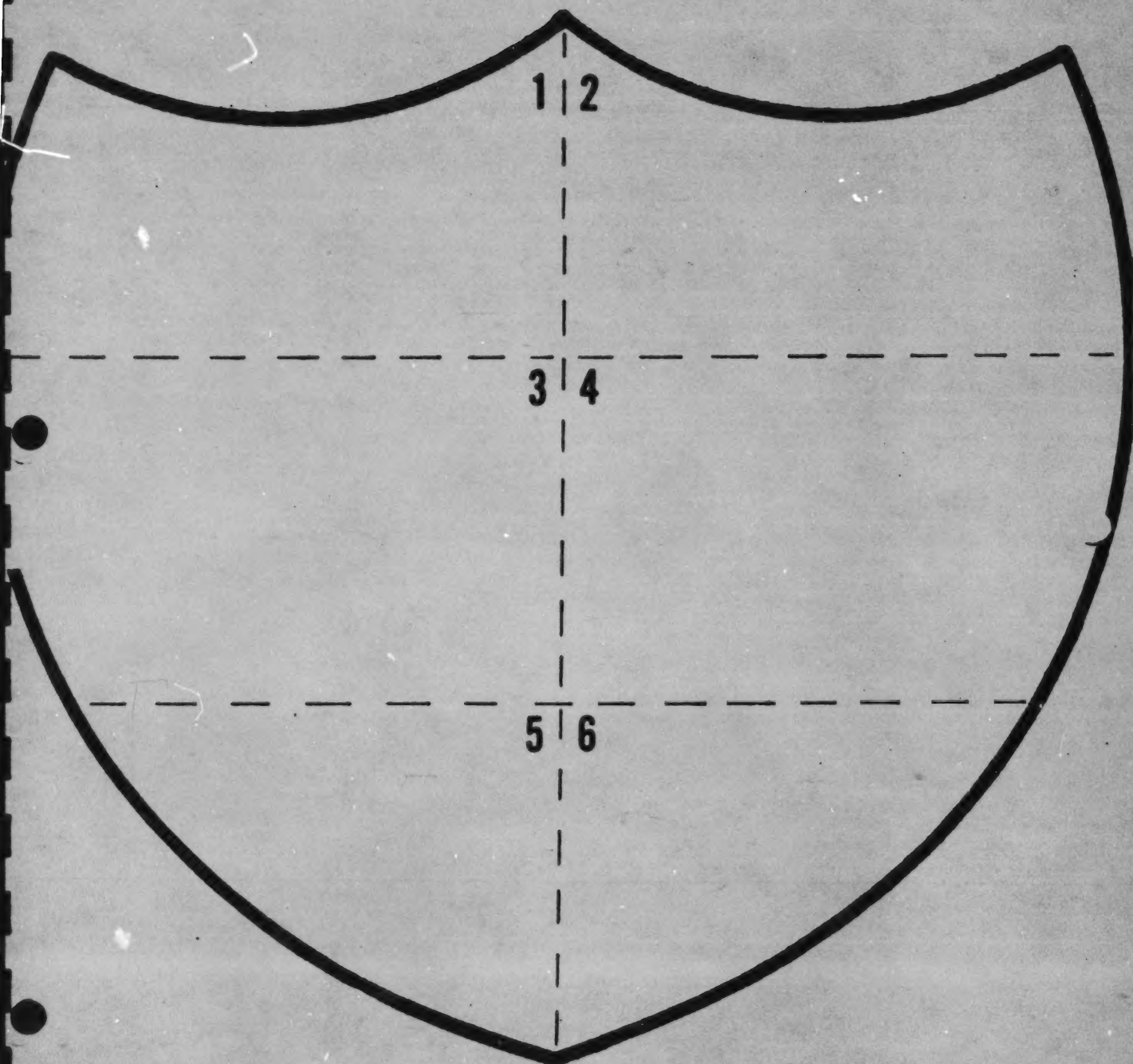
Persistent Persistent Persistent Persistent Persistent

⑥

Helpful



Appendix 18A



Appendix 18-B

YOUR COAT-OF-ARMS*

Draw a simple sketch in each section. No awards will be given for art. What is important is what you show yourself that you value and what that says to you.

Directions:

1. In the first section, draw a picture which represents the best thing you've done so far in your life.
2. In section 2, draw pictures to represent two things you are good at.
3. In section 3, draw a picture to show your greatest failure in the past year.
4. In section 4, make a drawing symbolizing one issue you believe in deeply. Example: ecology, religion, brotherhood, honesty, etc.
5. In section 5, draw a picture representing something you want to do that you are willing to work for. (It can be a material item or a personality trait, etc.)
6. This is the only section in which to write words. Pick 3 words which you think would make a good motto for you. They can be 3 separate words or 3 words which make a sentence. They should be words you believe in.

*Adapted from "Dinner Table Learning", by Sidney B. Simon, Colloquy, December, 1971, United Church Press, Philadelphia, Pa., 19702.

Appendix 19

Name _____

- (1) There are 5 roles that each of us play in life. Name the 5 roles.

- (2) This course was designed to help you know what kind of person you are. Name at least 5 things you know about the kind of person you are.

- (3) Name something you know about yourself that you did not know before you took this class.

- (4) You see teachers working almost daily. Since you know what their job is like think about whether you would make a good teacher with your personality. Decide: Would I make a good teacher? Circle one:

Yes

No

- (5) Now list at least 3 reasons why you decided as you did.

Appendix 24

SAMPLE FORM FOR ON-THE-JOB
VISITS WITH PARENTS:

CAL YOUNG JUNIOR HIGH SCHOOL

Dear G.I.T. Parent or Guardian:

Among the goals of the G.I.T. program there is the hope that each student will be able to visit on-the-job with one or both of his parents. Such a visit would give the student a better picture of his parent's role in the world-of-work and also provide a common ground for student and parent to discuss the importance of choosing the right job to fit the individual, advantages and disadvantages of particular jobs, and the satisfaction of working. It can be arranged for a student to be released from school for a half-day or day to make the visit. Any day for the remainder of the school year is a possibility. If you can arrange such a visit with your employer, I am sure both you and your son/daughter would gain from the experience.

Please fill in the following information and have your son/daughter return it in a few days prior to the visit.

Sincerely,
Carol J. Gorby
Al Miksis
Kevin Early

G.I.T. Teachers

Student's name _____ Place of visit _____

Occupation to be observed: _____ Place of visit _____

Date of visit _____

Signature of Parent or Guardian

NOTE: The student will be expected to make up any school work he misses on the day of his released-time visit.

Appendix 27

G.I.T. Inc. Employment Test

Name _____

Position applying for _____

Date / /

This test is designed to help place you in a job that best fits your personal abilities. Record the answers to the following questions by darkening in the proper box in the right-hand column of each page. Study the following example:

Example

Answer

How many hours are in a day?

(a) 18 (b) 20 (c) 24 (d) 30

1. (a) (b) (c) (d)

Spelling

1. a) athalete c) athlete
b) athelete d) none of these

1. (a) (b) (c) (d)

2. a) beleeve c) beleave
b) believe d) none of these

2. (a) (b) (c) (d)

3. a) persistant c) persisstant
b) persisstant d) none of these

3. (a) (b) (c) (d)

4. a) occupation c) occupation
b) occuppation d) none of these

4. (a) (b) (c) (d)

5. a) seperete c) separate
b) seperate d) none of these

5. (a) (b) (c) (d)

Penmanship

Rewrite the following paragraph in your own handwriting:

"Federal law and a majority of state laws prohibit discrimination in employment because of age, sex, race, color, religion, and national origin."

Reading for Accuracy

On the following page is a description of a commercial photographer's job. Answer the questions below from your reading:

1. Name of job _____
2. How much does an experienced worker make a week? _____
3. Name 4 high school courses that would help a person in this job. _____

(Appendix 27 - continued)

4. Name 2 jobs a beginner often does in photography.

5. Name 2 bad things about working in a darkroom.

6. How many years of formal education is usually recommended for this job?

7. Where is the Eastern Kodak Co.?

CAREER SUMMARY*

Photographer, Commercial

Duties:

The Commercial Photographer photographs buildings, interiors, groups, banquets, store windows, merchandise of all kinds, machinery, materials for catalogs and other advertising pieces, etc.

In a small studio, he may do all of the following duties, while in a large studio each different process may be done by a specialist.

He arranges articles, poses models, etc., adjusts lighting, prepares backgrounds, selects the proper lens and time exposure, places the camera in correct position, loads the film, focuses the camera, and snaps the shutter.

He may mix the developer, immerse the film for the required time, transfer it to a liquid fixer for a predetermined time, place the film in a tank of water to wash, and then hang it up to dry. He may retouch the negative or give it to a retoucher.

The Photographer is then ready to make prints. He may enlarge, reduce, or intensify areas, or print it as it is. He places the negative in a projector or directly onto sensitized paper, exposes it to light for the proper time, and then places the paper in a developing solution until the picture on the print is clear. He then fixes the print and rinses it in water. He may retouch the photograph after it dries or pass it on to a finisher. He may also mount the photograph in a frame.

Beginners often start as laboratory assistants or as cameramen's helpers.

Working Conditions:

The work of the Commercial Photographer is done under varying conditions. He may work in a pleasant studio, out-of-doors, or in various shops, stores, or factories. The developing and printing is done in a darkroom which is sometimes humid and filled with chemical odors, although generally it is well ventilated.

Overtime and working at odd hours may be required. It is also necessary at times to work evenings and weekends taking pictures in establishments when the normal business of the day is not in progress.

Personal Qualifications:

Artistic ability, imagination, and originality are essentials for the Commercial Photographer. In addition, he should have a keen interest in photography, be persevering, and have a liking for detail. He should have a sense of dimension, depth, color perception, and balance.

A small percentage of Commercial Photographers are women.

Education and Training:

After high school graduation, the Commercial Photographer aspirant can obtain the desired background in several ways. On-the-job training, accompanied by considerable reading and studying is a possibility. However, the best background can be obtained through two or more years of practical experience working with a good Photographer.

Proper formal education is available in technical schools, junior colleges, and four-year colleges. Eastman Kodak Company, Rochester, New York, has a free

(Appendix 27 - continued)

publication, "A Survey of Photographic Instruction", which contains the names and addresses of over 350 technical schools and junior and senior colleges that offer basic and specialized photography courses. About 35 of these offer from 2 to 10 hours of commercial photography. In the technical schools and junior colleges, one may enter as a regular student, if the applicant does not want a degree program in the senior colleges, he can enter most of them as a special student and take only the photography courses. The following schools from this list offer five or more credit hours of courses in commercial photography: California: Art Center College of Design, 3553 W. Third St., Los Angeles; City College of San Francisco; Laney C., Oakland; L.A. City C., Los Angeles; L.A. Trade Tech. C., 400 W. Washington Blvd., Los Angeles; Orange Coast C., Costa Mesa; Santa Barbara City C., Santa Barbara; New York: Fashion Inst. of Tech. 227 W. 27th St., N.Y.; Rochester Inst. of Tech., Box 3408, Rochester; Texas: Sam Houston St. C., Huntsville; Washington: Everett Comm. C., Everett.

A second list in the above directory gives the names of schools offering certificates, associate degrees, and bachelor degrees in photography.

Earnings and Hours:

Salaries of Photographers depend largely upon the locality, the size of the establishment in which the Photographer works, and his experience. According to the Professional Photographers of America, Inc., beginning salaries of those with special education but with no experience range from \$85 to \$100 per week. With experience, Photographers earn from \$100 to \$150 a week. When self-employed, they can earn from a bare existence to as much as \$15,000 a year.

The usual eight-hour day, five-day week prevails in most establishments, but the hours most Commercial Photographers work are governed by the need of each particular assignment.

While in High School:

The recommended high school courses for the Commercial Photographer aspirant are algebra, geometry, chemistry, and art. If he plans to have his own business, typing and bookkeeping could prove helpful. Join the photography or camera club in your high school.

Any experience that can be gained through summer or part-time work as a Photographer's assistant or in a camera shop could be valuable. Reading and studying a photographic magazine would be helpful to anyone with real interest in this field.

Also develop photography as a hobby; build your own darkroom; collect equipment as you are able; procure the best camera you can afford and learn to use it well; practice arranging various articles in attractive settings and taking pictures of them; try out some of your ideas on local business men.

Outlook:

Competition is keen but the well-prepared beginner with real talent can usually find a place as a helper or assistant with a possibility of progressing to a Photographer.

(Appendix 27 - continued)

Related Careers:

Other photographic careers the aspirant may consider before making his or her final career decision include motion picture cameraman, photojournalist, industrial, aerial, scientific, and graphic arts photographer. Other related careers are camera store salesman or owner, cartographer, and photogrammetrist.

For Further Information:

Photography as a Career; Professional Photographers of America, Inc., 152 West Wisconsin Ave., Milwaukee 3, Wisconsin, 4 pages, free, request latest revision.

Photography in Your Future; Sales Service Division, Eastman Kodak Co., Rochester, N.Y. 14604, 6 pages, free, request latest revision.

Acknowledgment:

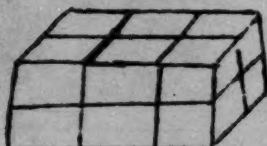
We gratefully acknowledge the assistance given us in the revision of this summary by the Professional Photographers of America, Inc.

(Appendix 27 - continued)

General Intelligence

Look at the piles of blocks below. How many blocks in each pile?

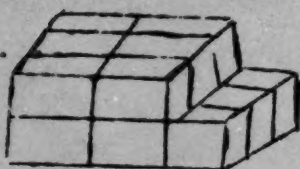
1.



- a) 9
- b) 11
- c) 12
- d) 13

a b c d

2.



- a) 13
- b) 14
- c) 15
- d) 17

a b c d

Complete the following sequences of numbers:

Example: 0, 3, 6, 9, 12 _ _ _

Answers

Ex. 15, 18, 21

1. 1, 4, 7, 10, 13, __, __, __

1. __, __, __

2. 3, 5, 8, 10, 13, 15, __, __, __

2. __, __, __

3. 82, 78, 74, 70, __, __, __

3. __, __, __

4. 1, 2, 6, 24, 120, __, __, __

4. __, __, __

5. 1, 4, 9, 16, 25, 36, __, __, __

5. __, __, __

6. 6, 9, 18, 21, 42, 45, __, __, __

6. __, __, __

Appendix 36

"Recruiting" Poster for a career of your choice:

This assignment should be done in either two's or three's. That means if your work crew has 4 people you should produce 2 posters. You will have two class days to complete the assignment. The posters will be due Thurs. May 24 (B day) or Fri. May 25 (A day).

Tasks involved to complete the poster: decide on a subject
gather information
art work and/or cut out pictures
titles and labeling

All posters must include the following:

- a slogan or title
- pictures for interest
- the duties of the job
- qualifications needed
- pay
- hours of work
- fringe benefits
- where work might be done
- where training could be obtained
- D.O.T. number

Work should be done neatly and carefully. The best posters will be kept for the Learning Center Career Corner.

Appendix 37

NAME _____ Position _____ Evaluator _____

A CHECKLIST FOR WORK EVALUATION

IS THE WORKER A CONTRIBUTION TO CLASS WORK?

DOES HE OR SHE - -

-LO-

*HI+

- get there on time? _____
- - take part in group work _____
- - take care of group obligations (like getting his share of the work done on time)? _____
- - come prepared for work? (pencil, paper, etc.) _____
- - get to work immediately so as not to waste time _____
- - take care not to put others down so that the group works well together? _____

(Note: Put and "X" on the line wherever you think the worker performs.)

IS THE WORKER A NEGATIVE INFLUENCE ON CLASS WORK?

DOES HE (OR SHE).....

	YES	NO	SOMETIMES
- - wander around and yell a lot?			
- - speak out of turn?.....			
- - try to make excuses to leave class to avoid work			
- - always complain?			
- - have trouble getting along with others			
- - goof around instead of use..... class time properly?			
- - consistently arrive late?.....			

PAYROLL CHECK

May 22, 1973

G. I. T., Inc.
2555 Gilham Road
Eugene, Oregon

No. 2010

Pay to: John Smith

G.I.T., Inc.

First National Bank
To: Eugene Main Branch

63-104

1234...0017

Treasurer

Amount of Check
\$ 6,477.70

Date	Payment to	Hours	Regular Earnings	Other Compensation	State Disab.	Fed. O.A.	Withhold. Tax	Other Deductions	Amount of Check
5/22/73	John Smith	1.00	\$100.00	\$ 0.00	97.70	\$41.00	\$122.00	—	\$6477.70

Many a person has been unpleasantly surprised when he has received his first payroll check. He quickly learns that there is a difference between the amount he earns and the amount he takes home. There are numerous deductions, some of these may be required by law. Examples of these are:

1. Federal Old Age Insurance (Social Security)
2. Withholding Tax
3. State Disability Insurance
4. City Wage Tax

These alone account for more than 20 per cent of the check. In addition to required deductions, there are voluntary deductions such as group life insurance, charity donations, union and/or professional dues, savings bonds, and others.

These deductions required by law are important. The Social Security deduction applies to your retirement, and the State Disability Insurance provides funds for you when you are unable to work because of illness or disability related to your job. Withholding taxes are means of collecting Federal income tax. In addition, some cities have a wage tax on your money.

Deductions that are voluntary depend upon the company and employee. Some unions collect dues through a payroll deduction.

When you hold your first pay, you would be prepared to realize that some of your pay check will have been spent before you even take home your money.

Study the sample payroll check shown below and then answer the questions that follow.

(cleans in room (view room) - \$150. a month)

PAYROLL CHECK		ACME Manufacturing	
March 31, 1968		2307 16 Street, Oakland California	
Pay to: <u>JOHN P. LEWIS</u>		AMOUNT OF CHECK \$437.80	
Four hundred and thirty-seven and 80/100		Total: \$77,500.00	
Payable to: <u>WELLS FARGO BANK</u>		Total: \$77,500.00	
Oakland, California		Non-Negotiable	
		TREASURER	

DATE	NAME OF PAYEE	HOURS WORKED	REGULAR EARNINGS	OTHER COMPENSATION	ST-15 DED.	FED. D. A.	WITHHOLD. TAX	OTHER DEDUCTIONS	NET PAY
3/31/68	John P. Lewis	160	\$550.00	-----	15.50	\$24.20	\$82.50		\$437.80

Employee's Sign

QUESTIONS

1. How much does John earn per month?
2. How many hours did John work?
3. If John is paid at the end of the month, what month does this check cover?
4. Name the bank that this check is drawn upon.
5. Who signed the check? Why?
6. What per cent of his salary did John have to pay to State Disability?
7. What does "Fed.O.A." stand for on the check?
8. For whom does John work?
9. How much income tax was withheld from John's salary?
10. What types of deductions might come under "other deductions"?
11. What might come under "other compensation"?
12. Describe briefly the various things John would have to do in order to cash his check.

$$\frac{\$550}{100} \times \frac{N}{100} = \$550.00$$

Appendix 40

Name _____

How Would You Spend Your Money?

Using your take home pay which is \$ _____, decide how to spend your money for a month.

Make a listing of your budget on a separate sheet of paper.

Your total expenses cannot total more than your take home pay. Assume you are married with 2 children, ages 8 and 11.

Housing:

- A. 2 bedrooms (1 child sleeps in the living room) - \$150. a month
- B. 3 bedrooms, - \$200. a month
- C. 3 bedrooms, nice neighborhood, large lawn, fireplace, landscaped - \$250. a month
- D. 3 bedrooms, family room, landscaped, fireplace, dishwasher, 2 baths - \$300. a mo.
- E. 3 bedrooms, family room, landscaped, fireplace, dishwasher, 2 baths, swimming pool - \$350. a month
- F. Fill in:

Automobile Costs:

- A. 1966 used Chevrolet: gas - \$20. payments - \$30. Total: \$50.00
- B. 1970 Mustang: gas \$20. payments - \$50. Total: \$70.00
- C. 1972 Datsun: gas - \$15. payments - \$68. Total: \$83.00
- D. 1973 Chevrolet: gas - \$20. payments - \$100. Total: \$120.00
- E. 1973 sports car: gas - \$25. payments - \$150. Total: \$175.00
- F. Fill in:

Food:

- A. Enough for meals and meat once a week - \$65.
- B. Enough for meals and meat three times a week - \$100.
- C. Low-priced meats with meals every day - \$120.
- D. Enough for meals, steaks often, extra for parties, snacks, etc. - \$150.
- E. Fill in:

Medical Needs:

- A. No one is likely to need a doctor - \$ 0
- B. Maybe someone will be sick - \$15.
- C. Fill in:

Insurance:

- A. Nothing will happen - \$ 0
- B. Average coverage for medical, life, and property - \$35. a month
- C. Well-insured - \$40. a month
- D. Fill in:

Utilities:

- A. Basic electricity-gas (no extra appliances used) for heating, lighting, cooking, etc. - \$25.
- B. Basic utilities plus telephone - \$40.
- C. Basic utilities and telephone plus washer-drier, electric blankets, electric fireplace log, etc. - \$45.
- D. Fill in:

(Appendix 40 - continued)

Clothing:

- A. None - \$ 0
- B. Replacing worn-out clothing or things outgrown - \$15.
- C. Replacement clothing plus a new outfit for at least one family member - \$35.
- D. Replacement clothing and a couple of new outfits - \$55.
- E. Replacement clothing plus at least one new outfit for everyone - \$110.
- F. Fill in:

Contributions:

- A. None - \$ 0
- B. Give a little here and there - \$5.
- C. Dues to a club - \$5.
- D. Church contribution (\$5. a week) - \$20.
- E. Dues and church - \$25.
- F. Dues and church - \$25.00 plus
- G. Fill in:

Recreation and Entertainment:

- A. None - \$ 0
- B. One movie a month for family - \$7.
- C. One movie and bowling (or something) for family - \$10.00
- D. 2 family recreations plus extra money for kids to go somewhere with friends-\$15.
- E. Same as plan D plus dinner out once-a-month - \$30.
- F. Plan E plus
- G. Fill in:

Extras:

- A. Payments on Color TV - Stereo - \$20. a month
- B. Savings - \$25.
- C. Miscellaneous spending money - \$30. a month
- D.
- E.
- etc.

Appendix 49

CAREER WORD SEARCH

I	R	O	T	I	N	A	J	A	K	P	T	U	S	W	A	R	Q
T	M	R	O	P	T	P	L	S	R	M	T	R	E	L	L	E	T
N	S	E	M	O	B	A	R	B	E	R	A	S	T	U	M	L	F
E	A	C	R	B	O	U	R	A	L	C	A	R	E	P	A	I	A
D	R	E	C	U	L	S	T	O	C	A	R	P	E	N	T	E	R
Y	E	P	L	S	A	R	Q	U	R	A	T	E	M	E	T	E	M
H	T	T	A	B	L	E	M	A	E	N	D	A	T	E	K	P	E
P	S	I	B	O	R	M	T	Y	Y	A	I	T	E	A	C	P	R
Y	E	O	R	Y	S	T	L	A	A	S	A	M	L	B	R	H	T
T	R	N	C	N	C	A	O	R	L	A	R	E	E	D	A	Y	R
I	O	I	O	A	O	O	N	A	T	L	E	S	P	L	O	S	M
A	F	S	S	M	S	R	O	T	E	E	H	R	H	N	R	I	P
W	A	T	L	E	M	R	U	K	P	S	O	U	O	A	E	C	E
A	U	T	O	R	E	P	A	I	R	M	A	N	N	M	V	A	N
I	R	G	G	I	T	L	M	N	A	A	E	P	E	E	I	L	T
T	I	S	G	F	O	T	Y	P	C	N	T	C	O	C	R	T	I
R	E	P	E	F	L	O	R	I	S	T	H	O	P	I	D	H	S
E	M	S	R	T	O	B	U	S	Y	A	I	T	E	L	K	E	T
S	T	E	V	A	G	A	P	R	N	O	O	N	R	O	C	R	M
S	T	E	M	A	I	D	I	I	R	E	P	A	A	P	U	A	T
I	G	L	M	O	S	S	C	L	E	R	E	P	T	A	R	P	E
A	C	C	O	U	T	B	E	L	L	M	A	N	O	R	T	I	A
B	O	O	K	K	E	E	P	E	R	E	P	R	R	E	P	S	C
M	A	I	M	I	S	T	Y	P	D	O	T	Y	P	R	E	T	S

Find the following words in the puzzle above. Words may be vertical, horizontal, diagonal, backwards but always in a straight line.

LOGGER
FARMER
JANITOR
MAID
TELEPHONE OPERATOR
RECEPTIONIST
FLORIST
CARPENTER
COSMETOLOGIST
PHYSICAL THERAPIST

SALESMAN
BARBER
TYPIST
FIREMAN
POLICEMAN
TEACHER AID
COOK
FORESTER
BELLMAN
NURSE

TRUCK DRIVER
WAITRESS
TELLER
BOOKKEEPER
CLERK
MECHANIC
SECRETARY
CARPET LAYER
AUTO REPAIRMAN
BUS BOY

Appendix 52

VALUES SHEET 1*

Position 1: Some people say that each individual is responsible for himself. They believe that if each person took this responsibility that all men would be better off. It is the people who expect others to take care of them that cause many problems for all of us, they say.

Position 2: Other people say that each person has responsibility toward all men. They say that each man's life is intertwined with other men's lives and that if others fail or hurt we all hurt in the long run.

1. Is this an "either-or" issue? Do you either believe position 1 or position 2? Can there be other ways to look at man in terms of responsibility to others?
2. Professor Lawrence Hopp of Rutgers University believes that people who have experienced social injustice themselves, those who have been unfairly treated, are likely to agree with position 2. Do you agree? Give some reasons why or why not.
3. Others say that people who are successful and have power are likely to believe position 1 to be true, even though they may have experienced social injustice themselves. Do you agree? Give reasons why or why not.
4. What reasons are there for people to believe one position over the other? Explain.
5. Read each of the situations below. Write what you would do in each case. Give as "real" an answer as you can. When you are finished decide: Are your beliefs closer to position 1 or position 2? Mark an "x" on the scale at the end of this exercise to show where you think you stand in terms of these two positions.

Situation A

You are walking home from school. Ahead of you you see two sixth grade boys fighting. You do not know the boys but it is obvious that one boy is much larger than the other and the smaller boy cannot defend himself. The smaller boy's glasses are broken and his nose and mouth are bloody but the larger boy continues to hit him. Several other kids on both sides of the street notice the fight, but nobody moves to do anything.

Situation B

You are in a group of persons with whom you would like to be friends. You don't know them that well yet. Two members of the group begin teasing a homely boy about his looks. Others in the group join in, although a few are silent.

*Adapted from Values and Teaching, Charles E. Merrill Co., 1966, p. 95.

Situation C

You have met a new kid at school whom you really like. Your friendship has grown quickly. You especially like him because he is one person you can tell your feelings to. He is about the nicest person you have ever known. During a visit with him and his family you hear his parents make remarks against other races of people, asking the boy how many of these "people" are in the school, if he has to sit by them in classes, etc. Your friend answers their questions but it is hard to tell where he stands on the racial issue from his answers.

Situation D

A young hippie approaches you on the corner and asks you for money.

Situation E

Suppose you are of voting age. A new law is on the ballot to raise money. The law will increase taxes for those in the middle and upper income brackets but lower taxes for poorer people.

Situation F

A local family's home burned to the ground a month ago. You do not know the family. A local radio station has been asking people to get together on Saturday to help the family who have recently been released from the hospital. Some people will clear the lot of the burned home, others will go door to door to collect clothing, food, and other contributions for the family. It is Friday and the radio station is not having much success with the sign-up for work crews.

Mark an "x" on the line below where you stand on this issue:

Each man is his
own responsibility

Each man has a
responsibility to
others.

FIND YOUR OWN INTERESTS

Helpful Planning for the Future

NAME _____ SEX _____ GRADE _____ AGE _____

I. What does the school record show? (Consider grades 7, 8, and 9)

A. Average grade in English _____, Math _____, Science _____, and in Social Studies _____.

B. Two favorite school subjects and give average grade for each:

1. _____ Grade _____; 2. _____ Grade _____

II. School activities (sports, plays, club work, etc.) are important:

A. My favorite part of school _____

1. It is interesting because _____

B. Other school activities that would be nice to be a part of are _____

III. Three favorite hobbies outside of school are: 1. _____

2. _____ 3. _____

IV. The skill that I feel best qualified to perform is _____

V. The course of study or special training that appeals most to me is _____

VI. I have been told by my _____ that I was especially good at

_____ and _____

VII. Members of my family and/or friends have suggested a career as _____

_____ to me, and I feel it would be _____

VIII. The work I would really like to do for a living is _____

_____. Why? _____

IX. Members of my family who have done this kind of work are _____

X. My parents urge me to complete at least _____ years of school.

XI. Their schooling consisted of grade school, _____

and _____

XII. I have held part-time and/or summer jobs as 1. _____

2. _____ 3. _____

I like job number _____ the best. Job number _____ paid the best.

It seemed I was most useful and learned the most on job number _____

XIII. Reading:

A. My favorite newspaper is _____. The part I enjoy most is _____

B. The magazines I most often read for pleasure are 1. _____

2. _____ and 3. _____

C. The book I most recently read for pleasure was _____

_____. That was _____ months ago.

XIV. The TV (or radio) programs I prefer are: 1. _____

2. _____ and 3. _____

NAME _____

DATE _____

SENTENCE COMPLETION ON SELF AWARENESS

Directions: Complete the following sentences to express how you really feel. There are no right or wrong answers. Put down what first comes into your mind and work quickly as you can. Complete all the sentences and do them in order.

1. Today I feel _____
2. When I have to read, I _____
3. I get angry when _____
4. To be grown up _____
5. My idea of a good time _____
6. I wish my parents knew _____
7. School is _____
8. I can't understand why _____
9. I feel bad when _____
10. I wish teachers _____
11. I wish my mother _____
12. Going to college _____
13. To me, books _____
14. People think I _____
15. I like to read about _____
16. On week ends, I _____
17. I don't know how _____
18. To me, homework _____
19. I hope I'll never _____
20. I wish people wouldn't _____
21. When I finish high school _____
22. I'm afraid _____
23. Comic books _____
24. When I take my report card home _____
25. I am at my best when _____

26. Most brothers and sisters _____
27. I'd rather read than _____
28. When I read math _____
29. The future looks _____
30. I feel proud when _____
31. I wish my father _____
32. I like to read when _____
33. I would like to be _____
34. For me, studying _____
35. I often worry about _____
36. I wish I could _____
37. Reading science _____
38. I look forward to _____
39. I wish someone would help me _____
40. I'd read more if _____

STUDENT QUESTIONNAIRE - SELF AWARENESS

1. Do you often feel that you are left out of things at home or school?
2. Do you worry about things you have done and said that you would like to change?
3. Do you feel that other people often say unkind things about you when you are not present?
4. Do you often have your feelings hurt?
5. Are a great many people unfriendly to you?
6. Do you seem to make a poorer showing than the other children in the classroom and on the playground?
7. Do people often say that you are queer or different?
8. Do you have the feeling that nobody understands you?
9. Do you sometimes think that people are making fun of you?
10. Do you have a habit of biting your fingernails?
11. Do you often worry about your schoolwork or about failing?
12. Do you often find your mind wandering to many other things when you are supposed to be studying?
13. Do you worry about little mistakes you have made?
14. Do you find it hard to talk to new pupils?
15. Do you always prefer to let someone else be the leader?
16. Do you frequently feel sad for no particular reason?
17. Do you often feel that you would like to stay home instead of going to school?
18. Do you find it hard to stand before the class and tell a story? Give a report?
19. Do you worry a great deal about terrible things that might happen to you or members of your family?
20. Do you wish that you could take part in more things?

THE INSIDE ME VS. THE OUTSIDE ME

Materials:

1. At least one magazine for every student. Magazines like Life, Ladies Home Journal, and others that have lots of pictures and ads are best.
2. Scissors if possible
3. Glue or scotch tape for every 2-3 students
4. A large sheet (18 x 24) of construction paper or butcher paper for each student

Procedure: (probably a 2-day activity)

Day 1:

Hand out one magazine per student.

Give each student his sheet of large paper. Ask him to fold it in half.

1. You are to go through your magazine and cut out or tear out pictures or words that you think show you as other people think you are. Your pictures may be symbolic. For example, if you think people see you as quiet and shy you might cut out a picture of a mouse or a picture of someone sitting alone. Feel free to trade magazines with students near you if you finish your magazine. (Allow about 20 minutes.) When the teacher calls time glue your pictures on the outside of the folded paper. Do not glue on the inside of the paper.
2. Now look through the magazines again and find pictures that represent you as you think you really are. These pictures will be glued on the inside of your folder. Do you see that the folder represents the inside you and the outside you? The pictures on the inside may be very different from those on the outside. For example, you might feel that people see you to be "stuck-up" but you see yourself as shy so that when you ignore people it is because you are afraid to say anything not because you think you are too good for them. So your outside pictures might show a snob but the inside pictures would show a "mouse." (Allow another 20 minutes.)

Note: Students might want to take these home to finish.

Day 2:

Assign students to small groups of about six students. Each student in turn will tell the group about the outside of his folder. He should describe what his pictures mean, why he chose them, etc. He should express to the group whether he thinks how he is seen by others is a true picture of himself. He may show parts of his inside self to the group if he wants to but that is his choice to make. The group then should give each student feedback on what he has said. Do they see him as he says they do? Did some of the things he said help them to better understand him as a person? (The teacher's role should be as facilitator--keeping things going, moving from group to group.)

After this exercise you might ask students to complete these sentences on a sheet of paper to hand in:

This exercise made me feel _____. I wish we _____
 _____, I learned that _____.

know yourself



KNOW YOURSELF

Introduction

Growing up today is difficult! Preparation and successful entry into the world of work is a complex task. Schools must help youth understand the opportunities and demands of the society in relationship to their interests and qualifications--and to plan accordingly. They must realize basic personal qualities such as interests, general and special aptitudes, mental and physical capacities, attitudes, values or life styles, talents, academic progress, and social and emotional needs. Other qualities unique for the individual are family life, study habits, aspirations, realistic concepts about self, idealistic concepts about self, concepts of others about the individual, preferences, habits, human relations skills, and experiences. All are factors which have a great impact on behavior and which influence the kinds of alternatives that are explored by the student to establish short-term goals and long-term plans.

The intent of this section is to provide a flexible structure which will facilitate--for the student--involvement, thought, discussion, and fact-finding discoveries regarding the relationship between socio-personal growth and career development. It is this kind of structure in which each student may work toward becoming the best person it is possible for him to become, toward making his finest contribution to society, and toward learning to live and work cooperatively. Young people develop in three areas; i.e., physical, mental, and social. Social maturity, the nucleus of personal development, encompasses the ability to get along with people, ability to make decisions, and ability to adjust to new ideas. Personal

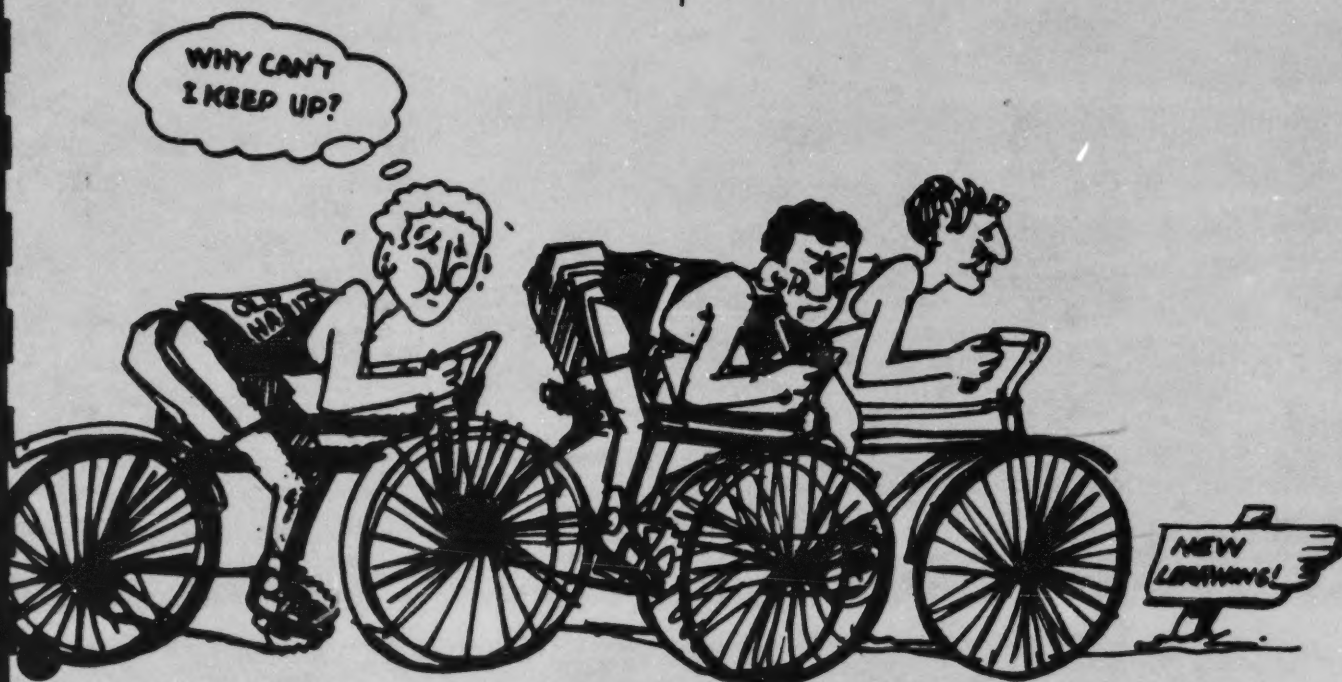
development includes evaluating self, exploring interests, correlating interests and careers, considering choices and non-intellectual influences, and relating all of these to the world of work for the individual student. This instructional process motivates social maturity and facilitates responsible occupational choices.

GENERAL OBJECTIVES

1. To teach the importance of knowing one's self—interests, present abilities, achievements, and aspirations
2. To aid the student in learning to appraise those factors as they relate to him in his quest for a career
3. To aid each student in discovering and developing his interests, skills, personality, and value system
4. To provide learning experiences designed to show how various characteristics are related to job success
5. To develop an understanding of one's self that will lead to responsible occupational decisions

GENERAL OBJECTIVE # 1: TO TEACH THE IMPORTANCE OF KNOWING ONE'S SELF - INTERESTS, PRESENT ABILITIES, ACHIEVEMENTS, AND ASPIRATIONS

SPECIFIC OBJECTIVE	ACTIVITY
To help the students assess their strengths and limitations in relation to vocational and educational possibilities	Introduce this objective with information from introduction. (Pages 5 and 6)
To motivate, stimulate, and direct students to seek their goals in life	Have students list and discuss some of their goals in life.
To show relationship which exists between individuals' personal qualities and successful careers	Discuss possible relationships which could exist among a persons' abilities, personal feelings, and ambitions.



EVALUATION	RESOURCE
Observe students' reactions to "why they should know themselves."	Film: "The Big Question," 16 mm., color, Association Films, Inc. Book: <u>Handbook of Women Workers, #294,</u> <u>United States Department of Labor.</u>

GENERAL OBJECTIVE # 2: TO AID THE STUDENT IN LEARNING TO APPRAISE THOSE FACTORS AS THEY RELATE TO HIM IN HIS QUEST FOR A CAREER

SPECIFIC OBJECTIVE	ACTIVITY
To become aware that the real test of <u>personality</u> is what others think of you	Personality: Those characteristics of a person which make him different from another person. Personality makes a person an "individual" not a "thing."
To develop the understanding that everyone has a picture of himself as he is and as he would like to be (He should also be aware that others have formed a picture of him.)	Have class suggest several different kinds of personality traits and list on chalkboard. Discuss why each is important to job success.
To establish an idea of personal ideals in life	Have student complete "Self-Picture Check List" as he feels he is. (Page 14)
To establish an idea of personal ideals in life	Discuss: 1. Does a person's self-picture influence a person's behavior? 2. Are you satisfied with your own self-picture as it is now?
To establish an idea of personal ideals in life	Have student complete "Self-Picture Check List" in the manner he would like to be. (Page 14)
To establish an idea of personal ideals in life	Discuss: 1. How do the two lists differ? 2. How are they alike? 3. What can you do to become more like what you would like to be? 4. Do you have the power to achieve the desired changes as reflected by this list?
To establish an idea of personal ideals in life	Optional student exercise: Have "Self-Picture Check List" completed by a friend and another by an adult. Let student make self-analysis on the basis of the information obtained from these lists. (Page 14)
To establish an idea of personal ideals in life	Have students write a personality sketch of someone they admire or someone they would prefer to be like. (Note: Consider this individual "off-the-job" as well as "on-the-job.")

EVALUATION	RESOURCE
It is suggested that personality inventories not be used by the teacher as a means to help students understand themselves. This type test is best utilized in research activities. Class discussion with students listing and describing personality traits important to job success	Books: Carnegie, Dale, <u>How to Win Friends and Influence People</u>, Simon and Schuster, Inc., 1936. Editors of Milady Publishing Company, <u>Personally Yours</u>, Milady Publishing Company, 1966. (Paperback) Ganley, Arnold L., and George S. Elias, <u>Knowing Yourself</u>, McGraw-Hill Book Company, Webster Division, 1966. Peterson, Eleanor M., <u>Successful Living</u>, Allyn and Bacon, Inc., 1964. Bulletins: Science Research Associates <u>Your Personality and Your Job</u>, 1960. <u>Exploring Your Personality</u> <u>Understanding Yourself</u> <u>What Tests Can Tell You About You</u>, 1961.

GENERAL OBJECTIVE # 2 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
To discover why a good attitude in dealing with people gives the student a competitive advantage in the world of work	Discuss the attitudes necessary for on-the-job success.
To make sure that the student realizes that certain traits are important from a career standpoint, such as: ambition, cheerfulness, honesty, perseverance, initiative, respect for others, etc.	Organize a panel discussion on temperament in relation to various occupations. Discuss "perseverance." 1. Have students analyze themselves as to their ability to "stick-to-a-job." 2. List several jobs that require one to be above average in perseverance.
	Have students develop skits emphasizing self-improvement by comparing undesirable traits with desirable traits.
	Analyze the following jobs in terms of personality traits needed for success.
	1. Astronaut 2. Doctor 3. Lawyer 4. Bookkeeper 5. Minister 6. Watch repairman 7. Plumber

EVALUATION

RESOURCE

Have students evaluate the following chart.

OF 10 WORKERS WHO LOSE THEIR JOBS



Cassettes:

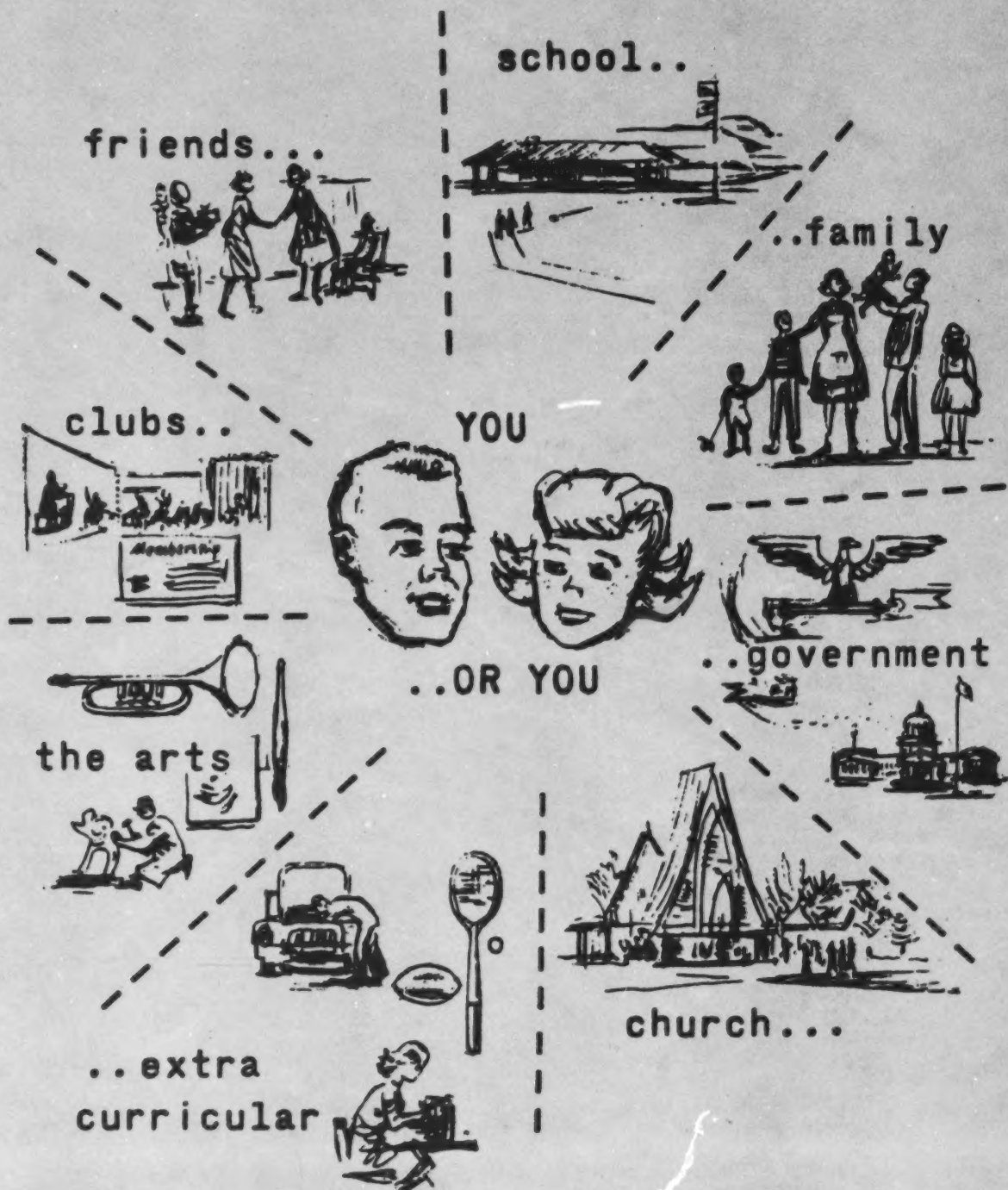
"World of Work," 15 tapes, worksheets,
Educational Resources, Inc.,
Division of Educational Design, Inc.

SELF-PICTURE CHECKLIST

Place an "X" in the column which best describes the student.

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Sensitive				
7. Jealous				
8. Popular				
9. Shy				
10. Clumsy				
11. Show-off				
12. Afraid				
13. Kind				
14. Modest				
15. Proud				
16. Lazy				
17. Neat				
18. Thrifty				
19. Even-tempered				
20. Dependable				
21. Angry				
22. Moody				
23. Open-minded				
24. Unreasonable				
25. Demanding				

IMPORTANT INFLUENCES THAT HELP US BUILD OUR OWN VALUES AND STANDARDS



GENERAL OBJECTIVE # 3: TO AID EACH STUDENT IN DISCOVERING AND DEVELOPING HIS INTERESTS, SKILLS, PERSONALITY, AND VALUE SYSTEM

SPECIFIC OBJECTIVE	ACTIVITY
To help the student know his types of interest a. Outdoor b. Mechanical c. Computational d. Scientific e. Persuasive f. Artistic g. Literary h. Musical i. Social service j. Clerical	Use as introduction the "Teacher's Overview to Student Self-Appraisal." (Pages 22 and 23) Have students complete "Self-Appraisal Interest Chart." (Page 24) Let students list occupations which might relate to each of these types of interest. Discuss their lists in class.
To determine that interests are not aptitudes but are indicators of satisfaction	Administer the <u>Kuder Form E - General Interest Survey</u>. This interest inventory may be administered by the classroom teacher. If the teacher has not had training in interpretation of this survey, he should ask for help from the guidance counselor or other trained personnel. Individual profiles should be completed and each student made aware of the implications therein.
To realize that interests change during a lifetime	Have students recall activities he used to enjoy but no longer is interested in, and activities he has recently become interested in.
To understand the value of hobbies and how they may lead to a vocation	
To create an awareness in students of the many different aptitudes possessed by each individual a. General learning aptitude b. Verbal c. Numerical d. Spatial e. Form perception f. Clerical perception g. Motor coordination h. Finger dexterity i. Manual dexterity	Discuss with students the meanings of each of these areas and how each aptitude relates to the world of work. (Page 29) Administer the <u>General Aptitude Test Battery</u>. The guidance counselor should be asked to administer and interpret this test to students. <u>Do not</u> attempt to administer or interpret the G.A.T.B. yourself without proper training. Training sessions are given to counselors by the Oklahoma State Employment Security Commission and the Guidance Division of the State Department of Education. Test material is furnished free of charge to schools by the Guidance Division.

EVALUATION	RESOURCE
Personal observation of student participation in activities	Bulletins: Haldeman, Edward G., et al., <u>Finding Your Orbit</u>, Chronical Guidance Publications, Inc., 1963. Paulson, Blanche B., <u>Discovering Your Real Interests</u>, Science Research Associates, Inc., 1961.
Interpret the individual test results with the student's self-appraisal chart.	_____, <u>Discovering Myself</u>, American Guidance Service, Inc., 1962. Lifton, Walter M., <u>Keys to Vocational Decisions</u>, Science Research Associates, Inc., 1964. Tests: <u>Kuder Form E - General Interest Survey</u>, Science Research Associates, Inc. <u>Kuder Form DD - General Interest Survey</u>, Science Research Associates, Inc.
How well does the student understand his own aptitudes?	Book: Peterson, Eleanor, <u>Successful Living</u>, Allyn and Bacon, Inc., 1959. Test: <u>General Aptitude Test Battery</u>, U.S. Department of Labor. (Can be obtained from Oklahoma State Department of Education, Guidance Division or the Oklahoma State Employment Security Commission.)

GENERAL OBJECTIVE # 3 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
To show the relationship of aptitude to job clusters	Match G.A.T.B. scores with occupational aptitude patterns suggested in the <u>Administration Manual</u> of the G.A.T.B.
To aid the student in knowing his physical characteristics and relating them to occupational areas: a. Age	Point out that all people are different. Let the class observe each other and note ways in which people differ physically. Stop after a few differences have been named and give the group ten minutes to list all the different physical traits they can think of. This list should be kept in their class notebook for future reference. Have students name jobs that they are too old or too young to perform. Have students list some things they can do in the next five to ten years to prepare for the future.
b. Height and weight	Determine student's proper weight according to age, height, and sex. A resource person such as a school doctor or nurse may be brought in to discuss the importance of these characteristics to the general well-being of the individual. Occupations in which these characteristics may be a factor include basketball player, airline stewardess, highway patrolman, etc.
c. Eyesight	Have school or public health personnel administer eye tests. Suggest methods of caring for eyesight. Have students list 20-25 jobs which require good eyesight. Name jobs available to persons with poor eyesight.
d. Hearing	Engage in same activities for hearing as listed under eyesight.

EVALUATION	RESOURCE
Does he relate these scores to certain job clusters?	Books: Belman, Harry S., and Bruce Shertze, <u>My Career Guidebook</u>, Bruce Publishing Company, 1967. Neugarten, Bernice L., et al., <u>Planning My Future</u>, American Guidance Service, Inc. Pamphlets: Science Research Associates, Inc. <u>All About You</u> <u>Discovering Your Real Interests</u> <u>Finding Out About Ourselves</u>

GENERAL OBJECTIVE # 3 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
e. Voice	Use a tape recorder to record each student's voice and let him listen to himself. Discuss jobs in which the voice plays a significant role.
f. General health	Center discussion on eating habits, sleeping habits, exercise, etc. Stress the fact that healthy workers are more productive workers. Added activities: Have students analyze the following jobs in terms of physical characteristics essential to success. 1. Farmer 2. Truck driver 3. Secretary 4. Fireman 5. Nurse 6. Lawyer 7. Policeman 8. Teacher 9. Mechanic 10. Engineer 11. Newscaster 12. Carpenter

EVALUATION	RESOURCE
The evaluation should be made in light of the extent of participation of each student in the activities presented to the class.	Pamphlet: <u>Where to Get Health Career Information,</u> National Health Council. A resource for health charts and materials may be the home economics teacher, the public health nurse, a doctor, or the Oklahoma State Department of Health.

TEACHER'S OVERVIEW TO STUDENT SELF-APPRAISAL

You may be wondering why you are being asked to look at yourself when you may feel that you, above all people, know the most about the person you are. We all feel that we know ourselves pretty well and that most of the time we could give the reasons for what we do and say.

Actually, however, human beings are not always easy to understand. Stop and think a moment. Aren't there many times when you have acted a certain way or had certain feelings and couldn't be sure why? You may recall times when things were going very well, yet you just became "moody" for no apparent reason. Also, as with all of us, you have met some people you liked very much right away, others who didn't impress you at all, and in neither case could you really say why.

Most of us have moods once in a while and experience likes and dislikes for different people, activities, and situations. These individual reactions are all considered "normal"; they make up your personality which is everything that makes you an individual, differing in certain ways from everyone else. Your personality is not fixed for all times; it develops through the years. Every new problem you have helps form your personality.

Since personality influences everything you do, including your relationship with people and the world about you, it is important to take a good look at this whole YOU. By beginning to know more about yourself you can learn how you feel about others and in turn learn how others feel about you. You can get a better idea of things that really interest you, and what you are best fitted to do--in future years in school and perhaps in the occupation that you will choose.

You can ~~make~~ a start toward learning more about yourself, why you behave the way you do, and what kind of a future to plan for by examining some features of your personality as you see it, and as you would like it to be. A "Self-Picture Check List" is provided to help you do this. You may use it first to tell how you think you actually are; the second time you may use it to tell how you would like to be. The more honest you are with yourself, the clearer your own picture will become.

Most of us are a little afraid of the things we do not know about, and this causes us to hesitate in making decisions or taking action. The picture you have of yourself works in the same way. As you know yourself better, you will be better able to make decisions and to act upon your goals. Why don't you get better acquainted with YOU!

SELF-APPRAISAL INTEREST CHART

List below some of the activities which you like best and some you like least.

1. IN SCHOOL --

Subjects I like best:

Subjects I like least:

2. OUTSIDE OF SCHOOL --

3. THINGS I WILL DO WHEN I CAN DO AS I CHOOSE --

4. SOME THINGS I HAVE NEVER DONE BUT WOULD LIKE TO DO --

5. SOME JOBS I HAVE HELD, EITHER FOR PAY OR ON A VOLUNTARY BASIS --

Things I liked about these jobs:

Things I disliked about these jobs:

6. MY HOBBIES --

SAMPLE SELF-EVALUATION OUTLINE

Health

1. Are you in good health?
2. Do you have any physical, emotional, or other handicaps that may influence your career choice or job possibilities?
3. Are there any working conditions which you must avoid for health reasons; i.e., dampness, extreme heat, travel, high elevation, etc.?

Interests

1. What are your hobbies?
2. What clubs do you enjoy?
3. What clubs or groups have you joined that you did not enjoy?
4. Do you like to read? List magazines or sections of magazines and newspapers that you like to read. List books that you have read for pleasure during the past year. Do these lists indicate anything about your interests?
5. What are your favorite subjects in school?
6. In what activities at school, at home, or in clubs have you participated? Which did you enjoy and which did you dislike?
7. What kinds of contests or competitions have you entered?
8. Do you spend most of your free time indoors or outdoors?
9. In what kinds of activities have you shown the most ability?
10. In what kinds of activities are you most interested?

Abilities

1. In what subjects do you receive the best grades? In what courses have you received the poorest grades?
2. Have you taken any psychological tests that indicated particular aptitudes?

3. Has a teacher or school counselor ever told you that you have ability in some specific area?
4. Ask your parents, teachers, counselor, previous employer, and friends what they think your best aptitudes are and jot down the answers.
5. Have you ever been chosen to lead or participate in a special project, event, or activity?
6. Do you excel in any sports?
7. Do you have any special talents, such as music, art, or debate?
8. Have you won any contests, or have you had your work published or exhibited?
9. Do your friends frequently ask for your advice or help on a particular subject; i.e., car repairs, clothes, photography, cooking, etc.?
10. Have you learned any special skills such as typing, shorthand, or key-punching?
11. Do you know how to operate a particular type of machinery such as a lathe, a presser, an electric drill, or a calculator? If the answer is "yes," give details.

Personality Characteristics

1. Do you get along well with others?
2. Do you make friends easily?
3. Do you prefer to work alone?
4. Are you good at leading others, or do you work better when duties are carefully laid out for you?
5. Do you enjoy addressing a group, or does being in the spotlight make you somewhat uneasy?
6. Are you nervous and restless?
7. Is it difficult to get you to do or finish your work?
8. Are you (most of the time) patient? dependable? easygoing?
9. Do you become deeply hurt when someone criticizes your efforts?
10. Do you have a good sense of humor? Can you take a little good-natured teasing?
11. Are you a good sport? Can you lose gracefully without being bitter?

12. Can you take advice? Are you always giving it?
13. Do you worry a great deal? Can you relax?
14. Do you find it difficult to take supervision or accept authority?
15. Are you interested in other people and what they think?
16. How neat is your appearance?
17. Have you often been accused of being selfish or egotistical?
18. Are you able to assume responsibility?
19. Can you work under pressure without its affecting your work?
20. Are you prejudiced against any group? Would it be difficult for you to work with or for a member of this group?
21. What kind of person do you get along with best?

OUTLINE FOR AUTOBIOGRAPHY

- I. Early life
 - A. Where and when born
 - B. Earliest remembrances
 - C. Early experiences
- II. Family
 - A. Size of family
 - B. Number of brothers and sisters
 - C. Favorite family pastime
- III. Friends
 - A. Who they are
 - B. Things we do together
- IV. School experiences
 - A. Early school life (1 through 5)
 - B. Recent school experience (5 through 8)
- V. Likes and dislikes
 - A. Likes
 - B. Dislikes
- VI. Goals for the future
 - A. Educational
 - B. Occupational
 - C. Other

DEFINITIONS OF APTITUDES¹

General Learning Ability--The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.

Verbal--Ability to understand meanings of words and ideas associated with them, and to use them effectively. To comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs. To present information or ideas clearly.

Numerical--Ability to perform arithmetic operations quickly and accurately.

Spatial--Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems. Frequently described as the ability to "visualize" objects of two or three dimensions or to think visually of geometric forms.

Form Perception--Ability to perceive pertinent detail in objects or in pictorial or graphic material. To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Clerical Perception--Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

Motor Coordination--Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

Finger Dexterity--Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.

Manual Dexterity--Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

¹ Estimates of Worker Trait Requirements for 4,000 Jobs, Department of Labor, U.S. Employment Service, Washington, D.C.: U.S. Government Printing Office, 1955.

GENERAL OBJECTIVE # 4: TO PROVIDE LEARNING EXPERIENCES DESIGNED TO SHOW HOW VARIOUS CHARACTERISTICS ARE RELATED TO JOB SUCCESS

SPECIFIC OBJECTIVE	ACTIVITY
To make the student aware that a combination of <u>abilities</u> enters into the selection of a vocation a. Concrete--performance skills b. Abstract--academic c. Social	Explore student's ability in terms of what he can do well.
To help the student understand the scope of his abilities and achievements	Administer a standardized achievement test if no recent scores are available. Several good tests are on the market.
a. Explain purpose of cumulative records	
b. Explain what grades may tell about the student	Select areas in which greatest strengths may lie. Have student complete "Looking at my Grades." (Page 34)
c. Guide student in appraising his own achievement scores	Complete "Achievement Record" expressing scores in percentile or stanine score. (Page 35)
	Review results of mental ability test with each student. Interpret each score in terms of percentile rank or stanine score. If recent test scores (within the last year or so) are not available, a test should be administered.
To help the student realize the relationship between success in school subjects and certain jobs	Have student complete "School Subjects and Jobs." (Page 37)
To help the student evaluate and improve study habits	Have student complete "Analyzing My Study Habits." (Page 37) Develop good study habits through: 1. Supervised oral and written reports, 2. Acceptance of correct and approved patterns for reporting, writing, speaking, listening, and reading.

EVALUATION

RESOURCE

Pamphlets:

Standardized Tests, American Guidance
Service.

Achievement Series, Science Research
Associates, Inc., 1968.

Tests: Science Research Associates, 1968.

Test of Educational Ability

Test of General Ability

Primary Mental Abilities Test

GENERAL OBJECTIVE # 4 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
To help the student realize that success or failure in the world today depends on how effectively he uses his communication skills	
To explore the relationship of good grooming to prospective employment	Have panel of employers define expectations relating to manner, dress, work habits, attitudes, etc.
To focus attention on the importance of one's personal appearance and appropriate dress for different occasions	Have students read reference material and answer questions on such areas as:
To realize that the knowledge and the practice of good grooming and good manners are essential to a desirable personality	1. Courtesy 2. Etiquette 3. Personal appearance 4. Clothes 5. Grooming 6. Cleanliness 7. Social communication
To become aware that the real test of personality depends on how others see you and on what they think of you	

EVALUATION	RESOURCE
Have a "dress-up day" for students to display acquired information. Have students act out various aspects of proper manners.	"Adolescent Revolt" "Need to Belong" "Being an Individual" (These films may be purchased from the Fairview Audio-Visual Company.) Books: Russon, Allien R., <u>Business Behavior</u>, Southwestern Publishing Co., 1964. Whitcomb, Helen, and Rosalind Long, <u>Charm</u>, McGraw-Hill Book Co., Gregg Division, 1964. James, Barry, <u>Call Me Mister</u>, Milady Publishing Co., 1966. Allen, Betty, and Mitchell P. Briggs, <u>Mind Your Manners</u>, J. B. Lippincott Co., 1964. Beery, M., <u>Manners Made Easy</u>, McGraw-Hill Book Co., Gregg Division. Hawes, Elizabeth, <u>Good Grooming</u>, Little, Brown and Co., 1942. Avon National Dairy Council

CHECK SHEET--LOOKING AT MY GRADES

To the student:

The purpose of this check sheet is to help you think about:

What your grades tell you about yourself.
How much of your true effort your grades show.
What your grades show your strength to be.

1. The highest grades I received last year were in _____

2. What do these grades tell you about how hard you tried in these classes?

3. In which subject did you work the hardest? _____

4. What do your grades tell you about your ability to memorize things? _____

5. How did your grades measure your study habits? _____

6. How did your reading skill affect your grades? _____

7. In which subjects do you usually get the highest grades? _____

8. In which subjects do you get the lowest grades? _____

9. In which subjects do you have the highest interest? _____

ACHIEVEMENT RECORD

Achievement Test Record

Name of test(s) _____

Subjects Tested	Percentile Scores			
	7th Grade	8th Grade	9th Grade	10th Grade
<u>Reading</u>				
<u>Mathematics</u>				
<u>Science</u>				
<u>Language</u>				
<u>English</u>				
<u>Spelling</u>				
<u>Social Studies</u>				
<u>Study Skills</u>				
<u>Listening</u>				
<u>Writing</u>				

Other Abilities Not Measured by Test Scores

	Lower 25th %ile	Middle 50th %ile	Upper 25th %ile
<u>To do technical schoolwork</u>			
<u>To learn to use tools and machines</u>			
<u>To get along with people</u>			
<u>To describe or explain in writing</u>			
<u>To appear before audiences</u>			
<u>To participate in physical activities</u>			
<u>To depict, design, or draw</u>			
<u>To organize and plan</u>			
<u>To do the same thing over and over</u>			

Achievement Record (continued)

Directions: Think of your achievement test scores and see how many of these you can answer.

1. My greatest improvement has been in _____

2. My highest performance has generally been in _____
This is because _____

3. My lowest performance has been in _____

4. I have trouble in these subjects because _____

5. The subjects I think I can improve in are _____

This is because _____

SCHOOL SUBJECTS AND JOBS

	Speech	English	Writing	Math	Science	Social Studies	Art	Music	Other
Carpenter									
Sales Person									
Lawyer									
Dental Technician									
(Fill in other job)									

Make code entries on chart

Code: E - Essential Subject matter is absolutely necessary for success in the job or for the completion of educational requirements for the job.

I - Important The subject matter is important to success on the job, although it may not always be an absolute requirement.

U - Useful The subject is very useful for the job and is usually directly related.

S - Somewhat Useful The subject is somewhat useful for the job.

ANALYZING MY STUDY HABITS

STUDY HABITS	YES	SOMETIMES	NO
1. Do I know the assignment exactly?			
2. Do I keep an assignment notebook?			
3. Do I have definite hours set aside for study?			
4. Do I have a definite place at home set aside for study?			
5. Do I have trouble getting started?			
6. Do I make notes of the important points in the assigned material as I study?			
7. Do I review my lessons briefly before going to class?			
8. Do I complete assignments on time?			
9. Do I collect the necessary materials before I begin to study?			
10. Do I waste time?			
11. Do I find myself daydreaming while I study?			
12. Do I check over major topical headings before reading the material that follows?			
13. Do I recall main points as I study?			
14. Do I have confidence in my ability to master the subject matter?			

How may I improve my study habits? _____

GENERAL OBJECTIVE # 5: TO DEVELOP AN UNDERSTANDING OF ONE'S SELF THAT WILL LEAD TO RESPONSIBLE OCCUPATIONAL DECISIONS

SPECIFIC OBJECTIVE	ACTIVITY
To help the student culminate knowledge acquired about himself and develop tentative goals for educational and occupational planning	Stimulate thinking about goals by using teacher's overview for discussing goals. (Pages 40 and 41) Have students complete "Charting My Goals" and "My Selected Goals." (Pages 42 and 43) Request students to write an autobiography using autobiographical outline. (Page 28)

EVALUATION	RESOURCE
Review forms to determine sincerity and realistic feelings of students towards their future.	

TEACHER'S OVERVIEW FOR DISCUSSION: MY GOALS

"What do I want to do with my life?" "What seems important to me?" "What do I want to be doing ten years from now?" You may not have ready answers to these questions. Many decisions have to be made before and after you make a realistic vocational choice. Included among these are decisions that will be made as you evaluate various alternative choices and as you formulate specific plans for accomplishing your decision. Thus, much of vocational guidance is centered on the decision-making process.

Your current school years are important to your future occupation and way of life. A boy or girl your age can be aware of this and can begin the process of intelligently choosing occupational areas, making educational plans, and learning to think things out in order to make the best choices possible at the time.

Thoughtful choices now, and as you go along, will give you greater freedom of choice later when you very much want to do certain things. Failure to make such choices can limit you in the things you do later.

Usually, you can make better choices for yourself if you have enough of the right information. In making plans for your future education and work, you might ask yourself the following three questions to find out if you do have enough of the right information for making responsible decisions.

1. Do I know enough about myself? What are my interests, abilities, achievements, and values; what are my strengths and my weaknesses; what are my likes, my dislikes; what are the things I want most? To answer these questions, I need accurate information about myself.

2. Do I know about careers and their relationship to my characteristics and qualifications? What kinds of jobs exist now and will probably

exist in the future that I might be able to choose from? What kinds of schools and other means of training exist that might prepare me for the job I choose? What changes have been taking place in jobs and education, and how do these changes affect me? To answer these questions, I need varied information from many sources.

3. Do I know what I really want to do? What are the goals I can define for myself? (I may have several goals, and they will grow and change as I grow and change.) To answer these, I need accurate information about myself and about the world of work; I need to know how to relate the two.

Keeping in mind your aptitudes, interests, and achievements, make a list of realistic goals using "Charting My Goals" (page 42) as a guideline.

CHARTING MY GOALS

These may be tentative or definite. Underline those you think of as definite.

GOALS	Educational	Vocational	Interests and Hobbies	Others (Home life, spiritual, social, etc.)
Immediate (Today, this week, or this month)				
Intermediate (This semester or this year)				
Long Range Next Year Two Years Five Years Ten Years				

Think about these goals and how they fit together. Try to select the goal that seems most important to you now and work it out in more detail on the next chart, "My Selected Goal"

MY SELECTED GOAL

My Plan

1. One big goal that I really want to accomplish is: _____

2. Here is how I am going to make progress toward this goal: _____

3. My deadline to turn this plan into reality is: _____
4. Here are abilities and skills that I have that will help me achieve this goal: _____

5. I have detailed knowledge of the following subjects that will help me reach my goal: _____

6. Here are areas in which I need more information, help, skill, and knowledge: _____

7. Here are places to go and people to see for gaining knowledge, acquiring information, and mastering skills: _____

8. Here is the first step I am going to take (this week!): _____

9. My next three main steps will be as follows:

a. _____

b. _____

c. _____

10. My deadline for completing these three steps is: _____

After you have written down the goal which you feel you would like to achieve, consider the following:

Some people set goals which are lower than those they could achieve.

Some people set goals which are too high for their abilities.

Some people set goals which don't fit their strong points.

Some people set goals which are right for them, but they don't know how to achieve these goals.

In the experiences that are to follow, you will see how the information you have about yourself and the world about you can influence the goals which you set and also your knowledge of how to achieve them.



SPECIAL REPORT SERIES

Report No. 3 / April 1972

SUGGESTED LOCAL SURVEY QUESTIONS

This report contains a compilation of questions from schools that used the Local Survey Information section of OVIS to gather data for various purposes. For your convenience, the questions have been categorized under eight headings, as follows:

- Student's School Record - p. 2
- Parental Guidance - p. 2
- Job Experience and Job Planning - p. 3
- Guidance Program Planning and Evaluation - p. 4
- Curriculum Planning - Vocational - p. 7
- Student Self-Estimates of Aptitudes - p. 8
- Evaluation of a Career Development Program - p. 9
- Family Background Information - p. 10

This listing is not meant to be either exhaustive or definitive, merely suggestive of possibilities. In certain instances the choice of answers to a question will depend on local conditions—for example, the choice of answers to the question "What language is most often spoken in your home?" should reflect the languages spoken by local ethnic groups. You will also find some instances of questions designed to elicit similar information in slightly different ways. Your selection among these questions and your use or alteration of others will depend on the purposes of your survey.

Development of the *Local Survey Information Questionnaire* is an important step in preparing to administer OVIS. If properly constructed, the questionnaire will provide in a concise way information pertinent to the local school situation. While the content is the responsibility of the local school, the questions must be structured to fit the design of the OVIS answer sheet. Guidelines for structuring questions are included in the *OVIS Directions for Administering* in the section titled "Using the Local Survey," pages 13-14.

As a special service, the Test Department will be happy to review your local survey questionnaire or to help you in any way it can. In turn, you can help other users of OVIS by sending a copy of your questionnaire to the Test Department so that the file of sample questions can be kept complete and up to date.

Suggested Local Survey Questions

STUDENT'S SCHOOL RECORD

- I estimate my grades since eighth grade to be:
 1. Mostly A's
 2. Mostly A's and B's
 3. Mostly B's
 4. Mostly B's and C's
 5. Mostly C's
 6. Mostly C's and D's
 7. Mostly D's
- How do your grades compare with what you think you can really do?
 1. I'm usually surprised that my grades are so good.
 2. I think my grades are about right for what I can do.
 3. I think I can do a lot better than my grades show.
- My test scores up to this time have been:
 1. High: Mostly between the 75th and 99th percentiles
 2. High-Average: Mostly between the 50th and 74th percentiles
 3. Low-Average: Mostly between the 25th and 49th percentiles
 4. Low: Mostly between the 1st and 24th percentiles
- Which subjects do you need for graduation?
 1. 11th grade English
 2. 12th grade English
 3. U. S. History
 4. Other social science
 5. Mathematics
 6. Science
- On the average, how many days a year are you absent from school?
 1. 0-1
 2. 2-5
 3. 6-10
 4. 11-15
 5. 16-20
 6. More than 20

PARENTAL GUIDANCE

- Which of the following career areas would your parents prefer you to enter?
Use the OVIS scales as options. Include the option "No preference."
- How much help have your parents given you in planning your future career?
 1. A great deal
 2. Some
 3. Very little
 4. None

- Which one recommendation has been given by your parents or guardian regarding your education beyond high school?
 1. No recommendation; no opportunity yet for discussion
 2. That I make up my own mind
 3. Vocational or technical school
 4. Business college
 5. Junior college or community college (2-year)
 6. Nursing school (If 4-year program, use response 7)
 7. College or university (4-year)
 8. Apprenticeship; on-the-job training
 9. Military
 10. Some other training
 11. No further training
- How often do you discuss your future career with your parents?
 1. Very often
 2. Some
 3. Seldom
 4. Never

JOB EXPERIENCE AND JOB PLANNING

- Have you ever had, or do you now have a part-time job?
 1. No
 2. Yes -- after school only
 3. Yes -- weekends only
 4. Yes -- after school and on weekends
 5. Yes -- during the summer only
 6. Yes -- during the summer and also during the school year after school or on weekends
- If you do have a part-time job, what kind of a job is it?
Use OVIS scales as options.
- Have you ever made a formal application or been interviewed for a job?
 1. No
 2. I have applied but did not have an interview.
 3. I have had an interview but I did not file a formal application.
 4. Yes, I have applied and been interviewed.
- Where do you plan on beginning your employment after you have completed your education?
 1. _____ County area
 2. _____ State
 3. Southeastern U. S.
 4. Northeastern U. S.
 5. Midwestern U. S.
 6. Northwestern U. S.
 7. Southwestern U. S.
 8. West Coast U. S.
 9. Outside U. S.
- The place I would prefer to live and work would be:
 1. In my present community
 2. In _____ County but not in my present community
 3. In _____ State but not in County
 4. Outside _____ State

3

- Which one recommendation has been given by your parents or guardian regarding your education beyond high school?

1. No recommendation; no opportunity yet for discussion
2. That I make up my own mind
3. Vocational or technical school
4. Business college
5. Junior college or community college (2-year)
6. Nursing school (If 4-year program, use response 7)
7. College or university (4-year)
8. Apprenticeship; on-the-job training
9. Military
10. Some other training
11. No further training

- How often do you discuss your future career with your parents?

1. Very often
2. Some
3. Seldom
4. Never

JOB EXPERIENCE AND JOB PLANNING

- Have you ever had, or do you now have a part-time job?

1. No
2. Yes -- after school only
3. Yes -- weekends only
4. Yes -- after school and on weekends
5. Yes -- during the summer only
6. Yes -- during the summer and also during the school year after school or on weekends

- If you do have a part-time job, what kind of a job is it?

Use OVIS scales as options.

- Have you ever made a formal application or been interviewed for a job?

1. No
2. I have applied but did not have an interview.
3. I have had an interview but I did not file a formal application.
4. Yes, I have applied and been interviewed.

- Where do you plan on beginning your employment after you have completed your education?

1. _____ County area
2. _____ State
3. Southeastern U. S.
4. Northeastern U. S.
5. Midwestern U. S.
6. Northwestern U. S.
7. Southwestern U. S.
8. West Coast U. S.
9. Outside U. S.

- The place I would prefer to live and work would be:

1. In my present community
2. In _____ County but not in my present community
3. In _____ State but not in County
4. Outside _____ State

- Which one of the following school subject areas is most interesting to you at this time?

1. Agricultural Science
2. Business Education
3. English
4. Music, Fine Arts
5. Foreign Language
6. Home Economics
7. Mathematics
8. Physical Education
9. Science
10. Social Science
11. Vocational Education/Industrial Arts

- If a greater number of physical education courses were offered, which one of the following would you select?

1. Modern dancing
2. Folk dancing
3. Gymnastics
4. Archery
5. Fencing
6. Precision marching
7. Tennis
8. Golf
9. Badminton
10. Field hockey
11. Beginning swimming
12. Advanced swimming

- Which of the following people has given you the most help in planning your future career?

1. Father (or guardian)
2. Mother
3. Brother
4. Sister
5. Friend
6. Guidance Counselor
7. Teacher
8. School Principal
9. Employer
10. I have made a decision on my own
11. None of the above

- How often do you discuss your future career with your counselor?

1. Very often
2. Some
3. Seldom
4. Never

NOTE: The same question can be asked about teachers.

- If you have visited one of the school counselors this year, please check one of the reasons for your visit.

1. Schedule problems
2. Personal problems
3. Both 1 and 2
4. Other reasons
5. Never visited school counselor

- If you visited a school counselor, was he -
 - 1. Very helpful
 - 2. Helpful
 - 3. Not helpful
- Have you received most of your information concerning careers and vocations from:
 - 1. Parents
 - 2. Counselors
 - 3. Teachers
 - 4. Classmates
 - 5. Adult friends and neighbors
 - 6. Librarians
 - 7. TV programs
 - 8. Books, magazines, etc
 - 9. Other
- To whom would you go to get information concerning careers and vocations?
 - 1. Parents
 - 2. Counselors
 - 3. Teachers
 - 4. Classmates
 - 5. Adult friends and neighbors
 - 6. Librarians
 - 7. Other
 - 8. All of the above
 - 9. None of the above
- Have you made a plan for your life's work?
 - 1. I have a definite plan.
 - 2. I have some ideas but no definite plan.
 - 3. I have no idea what I want to do.
 - 4. I have not yet given this serious thought.
- Do you feel you know your interests and abilities well enough to decide about your future career?
 - 1. Yes, very well
 - 2. Yes, to some extent
 - 3. No idea or confused
 - 4. Never thought about them
- How often have you thought about your plans for after high school?
 - 1. Very much
 - 2. Somewhat
 - 3. Seldom
 - 4. Never
- How often do you think about quitting school?
 - 1. Often
 - 2. Sometimes
 - 3. Never
- How sure are you about your choice of a course of study?
 - 1. Very sure; it is exactly what I want.
 - 2. Somewhat sure; I think it is what I want.
 - 3. Doubtful; I am not too sure it is what I want.
 - 4. I realize now I am in the wrong course of study.

- Which is the most pressing concern for you now?

1. Using my spare time
2. Taking care of my health
3. Taking part in community affairs
4. Marriage and family affairs
5. Getting a job
6. Getting along with other people
7. Conducting my own business affairs
8. Thinking through my problems
9. Preparing for further education
10. Knowing how to study
11. Ability to read
12. Using good English
13. Using basic mathematical skills
14. Using my money wisely

CURRICULUM PLANNING - VOCATIONAL

- Some high schools bus their students to an area vocational school so they can take special courses. Would you be willing to be bussed to an area school if the vocational courses you wish to take were not offered at your school?

1. Yes
2. No
3. Uncertain

- If you could attend an occupational skills course of your choice, which of the following options would you prefer?

1. Attend another high school in your local district
2. Attend a county-wide vocational-technical high school half time and your own school half time
3. Attend a county-wide vocational-technical high school full time
4. Attend no high school (I would prefer on-the-job training or an apprenticeship)
5. None of the above

- Which of the following school attendance programs would you prefer?

1. Full-time student
2. A combination of half time in school and half time on-the-job training
3. Attend school for 2 hours a day and work full time
4. Work full time and attend an evening high school
5. Work full time and study on my own. Take competency tests when I think I am ready.

- How would you prefer to be graded in vocational courses?

1. Letter grades
2. Percentage grades
3. Pass-Fail
4. Written comments of teacher
5. No grades at all

- If you choose to attend the area vocational school, which type of transportation will you use?

1. Public school bus
2. Private automobile
3. Other

- When attending the area vocational school, would you prefer to eat:
 1. From a vending machine
 2. From a snack bar
 3. From a school cafeteria
 4. Lunch brought from home
- The _____ School System in cooperation with other school districts has begun a "building trades" program for male senior high school students. This year's project includes the construction of a three-bedroom house. Students have opportunity to learn a great deal about all phases of building. Would you be interested in such a program?
 1. Yes
 2. No
 3. Uncertain
- If you could attend an occupational skills course of your choice which met for half of the school day in another school, would you?
 1. Yes
 2. No
 3. Uncertain
- Do you think taking occupational or vocational courses would keep you from going on to more training after high school graduation?
 1. Yes
 2. No
- Have you talked with a teacher, counselor, or principal in your school about attending occupational or vocational skills courses?
 1. Yes
 2. No

STUDENT SELF-ESTIMATES OF APTITUDES

- Which do you think is your strongest aptitude?
 1. Verbal (ability to work well with and understand written materials)
 2. Numerical (ability to work well with numbers and mathematics)
 3. Physical (ability to use my hands and body well)
 4. Spatial (ability to picture something in my mind from a drawing)
 5. Clerical (ability to work well with details in numbers or words)
 6. Mechanical (ability to work well with machines or tools)
 7. Social (ability to work well with other people)
 8. Scientific (ability to apply knowledge or technical skill in a systematic manner)
 9. Sales (ability to communicate well with others for the purpose of selling ideas or goods)
 10. Construction (ability to make things or put them together)
- Which of the above do you consider your second strongest aptitude?
- The following eight questions have the options:
 1. I don't consider myself strong in this area or ability.
 2. I consider my ability in this area slightly below average.
 3. I consider myself about average in this area.
 4. I consider my ability in this area slightly above average.
 5. I consider this area or ability one of my major strengths.

- How would you rate your ability in mathematics? For example: Do you do well in math? Do you enjoy it? Do you do well at mathematical games and puzzles?

- How would you rate your writing ability? For example: Do you feel you can write clearly and get your point across?
- How would you rate your ability to speak or perform in front of a group of people? For example: How do you feel about giving a report in front of your classmates? How do you feel about entertaining an audience? How do you feel about speaking to a group of adults?
- How would you rate your ability to communicate with strangers on a person-to-person basis? For example: How would you feel about communicating your opinions to a person you just met? How would you feel about getting your ideas across to a job interviewer?
- How would you rate your ability in foreign languages? For example: If you have taken a foreign language, or if one is spoken in your home, do you find it easy? Do you enjoy using a foreign language? Are you good at memorizing the meanings of words?
- How would you rate your manual dexterity? In other words: Are you able to work with things with your hands? Are you good at repairing mechanical things? Are you good at building things, making things with clay, metal, or cloth? Are you good at sewing or knitting?
- How would you rate yourself at sports or gymnastic activities (either team sports or individual sports)? For example: Do you consider yourself graceful or strong?
- How would you rate your ability in the sciences: basic science, earth science, biology, chemistry, physics?
- How would you rate your creativity or imagination? For example: Do you enjoy thinking of new ways to do things? Have you ever designed your own clothes? Do you enjoy telling or writing a really unconventional tale? Have you ever drawn original cartoons? Do you ever make up your own recipes?

EVALUATION OF A CAREER DEVELOPMENT PROGRAM

- How did you feel about the materials on career development?
 1. Very good -- they were extremely helpful.
 2. Good -- they were very helpful.
 3. O. K. -- they provided some information.
 4. Poor -- they were of little help.
 5. Very poor -- they were of no help.
- How much do you think other students would benefit from the use of these materials?
 1. A lot
 2. Some
 3. Very little
 4. Not at all
- What part of the materials used in the presentation was most helpful to you?
 1. Slides
 2. Worksheets
 3. Lecture
 4. Discussion
 5. None

- Would you recommend that the career development materials be presented to other students in your school?
 1. Yes
 2. No
 3. Part of the materials
- When would be the best time to present career development materials to high school students?
 1. Freshman year
 2. Sophomore year
 3. Junior year
 4. Senior year
 5. All 4 years
- Has the exposure to these materials in career development motivated you to discuss your post-high school plans with friends, parents, teachers, counselors, etc.?
 1. Yes
 2. No
- As a result of exposure to the career development materials do you plan to make an appointment to see your counselor?
 1. Yes
 2. No
 3. Undecided
- Would you be interested in engaging in more exploration of careers?
 1. Yes
 2. No
 3. Undecided

FAMILY BACKGROUND INFORMATION

- With whom are you currently living?
 1. Both parents
 2. Parent and step-parent
 3. Mother only
 4. Father only
 5. Grandparents or other relatives
 6. Guardian or other person
- Which of the following responses best describes the highest level of education completed by your father or head of household?
 1. I do not know
 2. None, or some grade school
 3. Completed grade school
 4. Some high school, but did not graduate
 5. Graduated from high school
 6. Vocational, business, or technical school after high school
 7. Some college, but did not graduate
 8. Graduated from 2-year college
 9. Graduated from 4-year college
 10. Master's degree
 11. Ph.D.
 12. Special degree (i.e., law, medicine, theology, etc.)
- In which area is your father (or head of household) employed at present? Use OVIS scales as options. Include the option "Unemployed, retired, or disabled."

- Do you have any physical handicaps that limit you in any way?

1. Yes
2. No

- I have lived in _____ County for:

1. Less than 3 months
2. More than 3 months but less than a year
3. More than a year but less than 3 years
4. More than 3 years

- What is your ethnic background?

1. Anglo white
2. Spanish
3. Black
4. Indian
5. Oriental
6. Other

NOTE: Options should be chosen to reflect local ethnic groups.

- What language is most often spoken in your home?

1. English
2. Spanish
3. Italian
4. German
5. Chinese
6. Other

NOTE: Options should be chosen to reflect languages spoken locally.

- What do you estimate your family income to be?

1. Below \$3,000
2. Between \$3,000 and \$6,000
3. Between \$6,000 and \$10,000
4. Between \$10,000 and \$15,000
5. Between \$15,000 and \$20,000
6. Above \$20,000

Course studies ^{you like!!}

School subjects you were best in. _____

School subjects you did least well in. _____

School subjects you most enjoyed studying. _____

Why you enjoyed them. _____

School subjects you disliked studying. _____

Why you disliked them. _____

List the extracurricular school activities you especially liked to take part in, and the reasons why. _____

List your outstanding abilities, talents, and strong points. _____

List your weak points. _____

How well do you get along with other people, your parents, friends, teachers, etc.? _____

What personal satisfaction would you like to derive from work? _____

What other information do you feel would be of interest to a prospective employer? Why would this interest him? _____

List jobs that you have held that you liked best. _____

What was there about them you liked best? _____

List the hobbies and leisure activities that you especially like, and the reasons you enjoy them. _____

List any additional ones you think you would like to have and the reasons why. _____

List any physical limitations which may restrict occupational choice. _____

Considering all of the above information, list the three jobs which you feel at this time would be most interesting to you and which you can do or can learn to do. List them in order of your preference.

1. Name of job. _____

Why interested? _____

2. Name of job. _____

Why interested? _____

3. Name of job. _____

Why interested? _____

If you could have your choice of any job, which one would you choose? _____

Why? _____

List a few of your personal ambitions and tell why you want to achieve them.

Appendix 8 FIELD TRIP INFORMATION WORKSHEET

Destination and location of field trip _____

List five things you are to look for and learn through this field trip.

What occupations did you observe during field trip?

List anything you learned about any of the occupations listed above as a result of the field trip.

Do you think the field trip helped you to learn more about occupations?

Would you like to go on a similar field trip? _____

PARENT INTERVIEW AND OCCUPATION VISIT WORKSHEET

Appendix

Parent Interview

Occupation of Parent _____

List at least three activities of parent's occupation _____

Location of parent's work _____

Training or educational requirements _____

Amount of experience required for entry _____

Advancement opportunities _____

Occupation Visit

Date of Visit _____

List at least three things you observed people doing while working _____

Describe the working conditions _____

Appendix

FIELD TRIP INFORMATION WORKSHEET

Destination and location of field trip _____

List five things you are to look for and learn through this field trip.

What occupations did you observe during field trip?

List anything you learned about any of the occupations listed above as a result of the field trip.

Do you think the field trip helped you to learn more about occupations?

Would you like to go on a similar field trip?

Give reason why you would or would not want to work in this occupation.

Appendix A

GUEST SPEAKER EVALUATION WORKSHEET

1. Did the speaker use words that you could understand? _____
2. Did he make his subject interesting? _____
3. List some things you learned from his visit. _____

4. What would you have him do differently? _____

5. Would you want a speaker like him to talk to you about something of interest to you? _____

Your Own Values

Usually the more accurately the individual perceives his values, the more able he is to make satisfactory decisions and set appropriate goals for himself.

List the ten things that you value:

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Would you star the three values you think are the most important to you and check the three least important to you.

To decide which of our values is most important is often very difficult. The following is a values test which should help you to do just that. Take the test yourself, score and analyze the results according to the directions given. The result will be rank ordering from most to least important of twelve selected values.

FORCED CHOICE VALUES TEST**

Directions: Circle the number preceding one of the two choices in each category. You must choose one number in each pair of items. The test is on the following page.

Directions for Scoring Values Test: Do not read these directions until you have completed the test which is on the following page.

1. Count the number of times you circled #1 on the Values Test and insert the number counted in the blank to the left of statement #1 in the box on page 3. Do this for each of the items through #12.
2. Rank the items in the column to the right by assigning number 1 to the item that you circled the most times, number 2 to the item circled the second highest number of times, etc. In case of a tie give the items all the same rank, but allow a full number count for each item. For example, if there is a tie on number 3 assign two number ones, which take up the 3 and 4 spot making 5 the next rank.
3. When you have completed ranking, you may look at the key column to the left of the ranking and determine your highest to lowest values. Example: If #10 is ranked 1, that means your highest value is "orderliness."

Be sure to check with the teacher if you have questions on scoring or ranking.

** Teaching Topics, Institute of Life Insurance & Health Insurance Inst., Spring 1970

- 1 -- to do things well.
 - 2 -- to be reasonably sure about the future for myself and my family.
 - 10 -- to have things neat, orderly, and organized.
 - 3 -- to have people think well of me.
 - 8 -- to create an atmosphere that makes for satisfying family living.
 - 5 -- to have as much freedom as possible to do things I want to do.
 - 6 -- to do new and different things often.
 - 9 -- to have as many good things as possible.
 - 11 -- to have things neat, orderly, and organized.
 - 1 -- to be reasonably sure about the future for myself and my family.
 - 3 -- to have as much influence with people.
 - 5 -- to have as much freedom as possible to do things I want to do.
 - 6 -- to do new and different things often.
 - 9 -- to have as many good things as possible.
 - 11 -- to have things neat, orderly, and organized.
 - 1 -- to be reasonably sure about the future for myself and my family.
 - 3 -- to have as much influence with people.
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 - 3 -- to have as much influence with people.
 - 5 -- to have as much freedom as possible to do things I want to do.
 - 6 -- to do new and different things often.
 - 9 -- to have as many good things as possible.
 - 11 -- to have things neat, orderly, and organized.

circle

Key

Rank

_____	SECURITY	1. To be reasonably sure about the future for myself and my family.	_____
_____	INFLUENCE	2. To have influence with people	_____
_____	RECOGNITION	3. To have people think well of me	_____
_____	HELPPFULNESS	4. To do things for my family and others	_____
_____	FREEDOM	5. To have as much freedom as possible to do the things I want	_____
_____	NEW EXPERIENCE	6. To do new and different things often	_____
_____	FRIENDLINESS	7. To have friends	_____
_____	FAMILY LIFE	8. To arrange for a family atmosphere that makes for satisfying family living	_____
_____	RELIGION	9. To do what is right according to my beliefs	_____
_____	ORDERLINESS	10. To have things neat, orderly, and organized	_____
_____	WEALTH	11. To have as many good things as possible	_____
_____	WORKMANSHIP	12. To do things well	_____

From the Values Test list the twelve values in the order of their importance:

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

How does this list compare to the one you make on the first page??????

MY VALUES AND MY FUTURE

In the future:	Most important	Somewhat important	Least important
1. Make a name for myself in my career			
2. Contribute to society			
3. Get along with friends and be popular			
4. Make lots of money so I can have fine horses, cars, clothes, and so forth			
5. Get married and have a nice family			
6. Express myself in some creative way			
7. Be independent			
8. Have a goal or commitment for my life			
9. Have free time for myself			
10. Have a religious belief			

Do you feel your present values will change a lot in the next five years?

Yes _____ No _____

Why? _____

How has what you value most at the present time affected your thinking about the
future? _____

	YES	NO
1. Am I the type of person who can follow instructions to the letter?		
2. Do I mind being told how to do a certain thing?		
3. Do I like doing a task exactly the same way each time?		
4. Am I exact in the things I do?		
5. Do I always remain calm when--		
A. Taking a test in school?		
B. Having plans suddenly changed?		
C. Losing an argument?		
D. Losing something important?		
E. Participating in a sporting event?		
6. Do I state my ideas clearly, verbally, and in writing?		
7. Am I accurate in my oral and written work?		
8. Do I enjoy writing?		
9. Do I enjoy speaking?		
10. Do I most enjoy working by myself?		
11. Do I most enjoy working with others?		
12. Do I prefer working outdoors?		
13. Do I enjoy meeting new people?		
14. Do I enjoy working with my hands?		
15. Would I rather do research than repair work?		
16. When I take my first permanent job, the beginning salary will be more important than possible future raises.		
17. Advancement, to me, means increasing pay more than status or social acceptability.		

Below is a list of another 18 values. We are interested in finding out how important each of these values is for you, as a guiding principle in your life.

FIRST - study the whole list carefully. Then check the six most important values in Column 1, as you did on the previous page.

NEXT - check the six least important values in Column 3.

FINALLY - check the six remaining values in Column 2.

Again, please take all the time you need to think about your answers, so that the choices you make truly reflect the way you feel about these values.

COLUMN 1	COLUMN 2	COLUMN 3
6 most important	6 middle	6 least important
		Ambitious (hard-working, aspiring)
		Broadminded (open-minded)
		Capable (competent, effective)
		Cheerful (light-hearted, joyful)
		Clean (neat, tidy)
		Courageous (standing up for your beliefs)
		Forgiving (willing to pardon others)
		Helpful (working for the welfare of others)
		Honest (sincere, truthful)
		Imaginative (daring, creative)
		Independent (self-reliant, self-sufficient)
		Intellectual (intelligent, reflective)
		Logical (consistent, rational)
		Loving (affectionate, tender)
		Obedient (dutiful, respectful)
		Polite (courteous, well-mannered)
		Responsible (dependable, reliable)
		Self-Controlled (restrained, self-disciplined)

Now rank the six values you have checked in Column 1 from 1 to 6, those in Column 2 from 7 to 12, and those in Column 3 from 13 to 18, as you did on the previous page.

When you have finished, go back and check over your rankings. Please make sure that every value has a ranking and that no number has been left out or used twice.

THANK YOU

HOW MANY LOAVES OF BREAD CAN YOU BAKE IN AN HOUR?

Today a group of connected machines baked 13,000 loaves of bread in one hour. It would have taken grandma from five to six hours to bake four or five loaves, or about $1\frac{1}{4}$ to $1\frac{1}{2}$ hours a loaf. The machines we saw today baked more bread in an hour than grandma could have baked in her whole life. Today our mothers don't have to spend one or two days each week in the kitchen baking bread.

In most large bakeries today, bread is made automatically from start to finish. Some bakeries are as large as two football fields. The bakery we saw today was in a three-story building. Flour and other baking ingredients go in one end of a group of connected machines, disappear from sight, and come out on the other end as fully baked bread, ready for cooling, wrapping and delivery.

Flour is brought into large silos by freight cars. Then computers take over. The flour is directed by one computer into an inside silo. The second computer directs flour into mixers. At the same time, a "brew" is made of yeast, liquid lard, liquid sugar, and liquid softener to keep the bread fresh after packing. The brew is then placed in a special room to rise. After it has risen a certain amount of flour is added to the brew, and a special machine spins the doughy mixture around until it reaches a certain texture. It is next conveyed to a molding machine.

Molding machines get the right amount of dough needed for each loaf of bread. Then the machine drops that amount of dough down a conveyor into another group of machines. This machinery flattens the ball of dough, shapes it into a loaf, and drops it into a pan. After a certain amount of time, conveyors carry many of these pans of dough to big ovens. Upon a certain signal, thousands of loaves are baked. Conveyors take the bread to coolers, to bread slicers, and then to automatic wrappers and baggers.

But this isn't all. Wrapped bread travels by conveyor belts to the loading areas where trucks stand in line to take fresh-baked bread to grocery stores, restaurants, etc. This seems simple enough.

But it isn't so. Each machine had to be designed to fit into other machines, in a conveyor system. The formula used in making the bread had to be discovered, and even the wheat which was to be turned into flour had to be chosen.



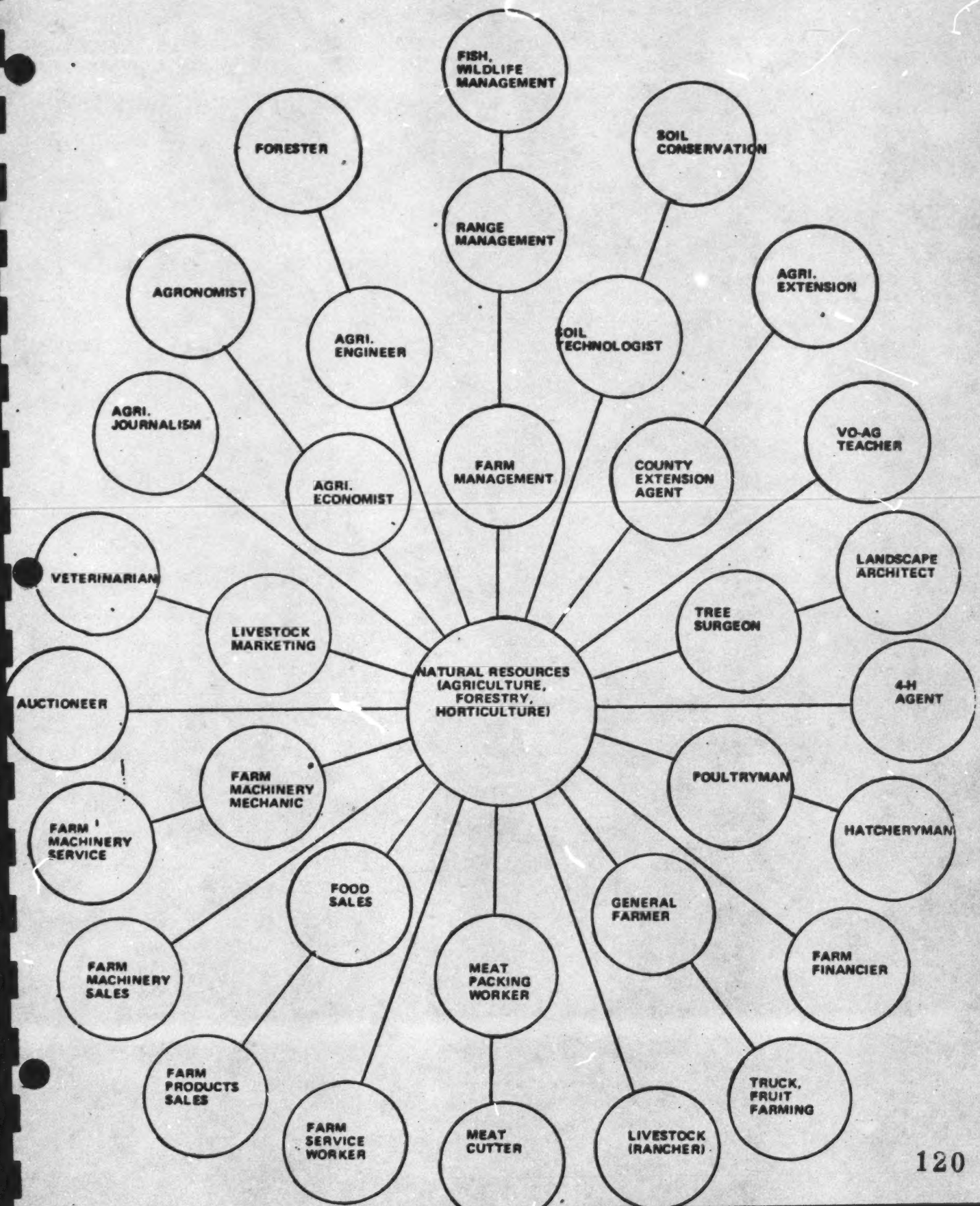
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY

IN

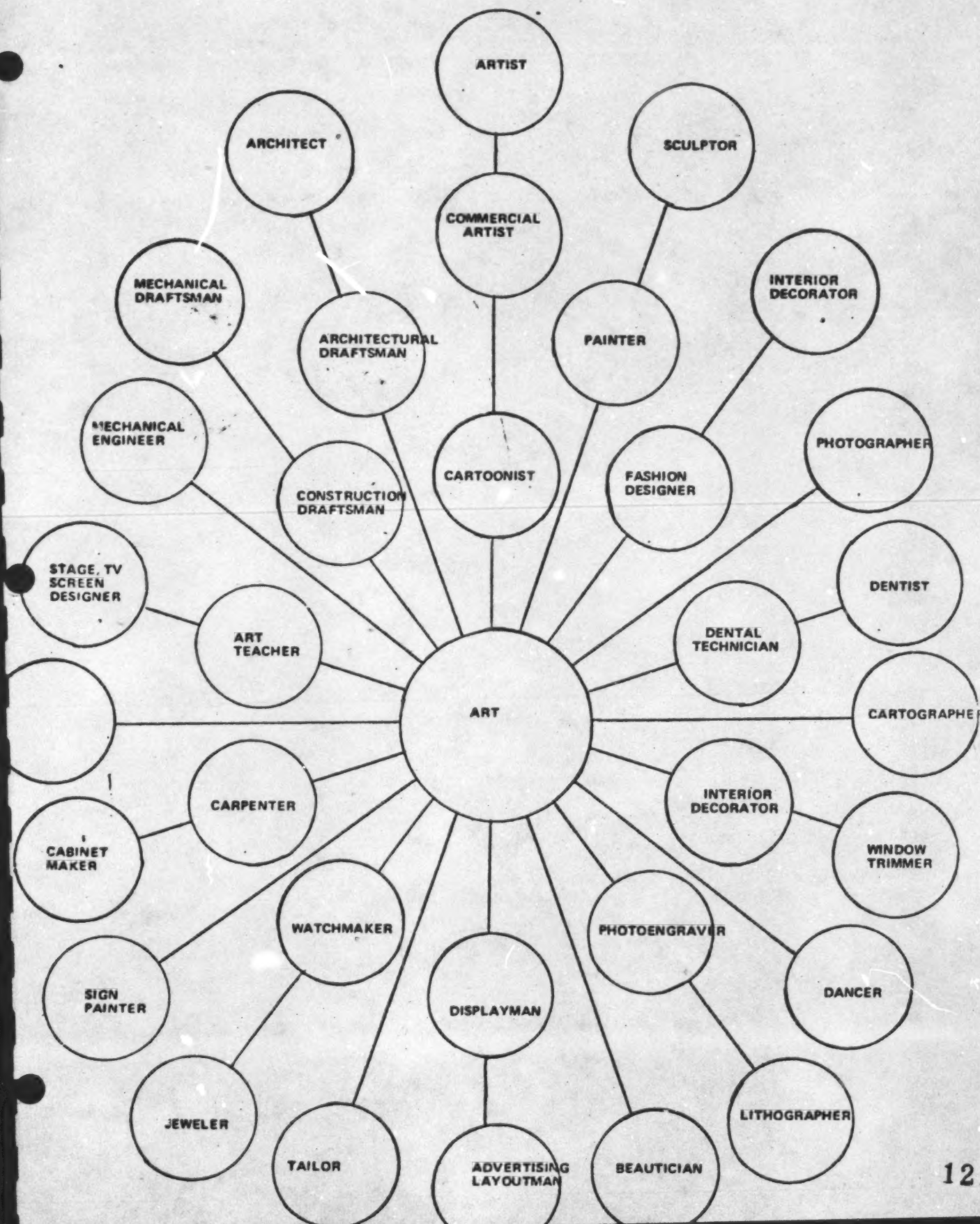
AGRICULTURE
ART
BIOLOGY
COMMERCIAL AND DISTRIBUTIVE EDUCATION
CHEMISTRY
ENGLISH
FOREIGN LANGUAGE
GENERAL SHOP AND INDUSTRIAL ARTS
HEALTH AND PHYSICAL EDUCATION
HOME ECONOMICS
MATHEMATICS
MUSIC
PHYSICS
SOCIAL STUDIES

CAREER EDUCATION
OREGON STATE UNIVERSITY
OREGON STATE DEPARTMENT OF EDUCATION

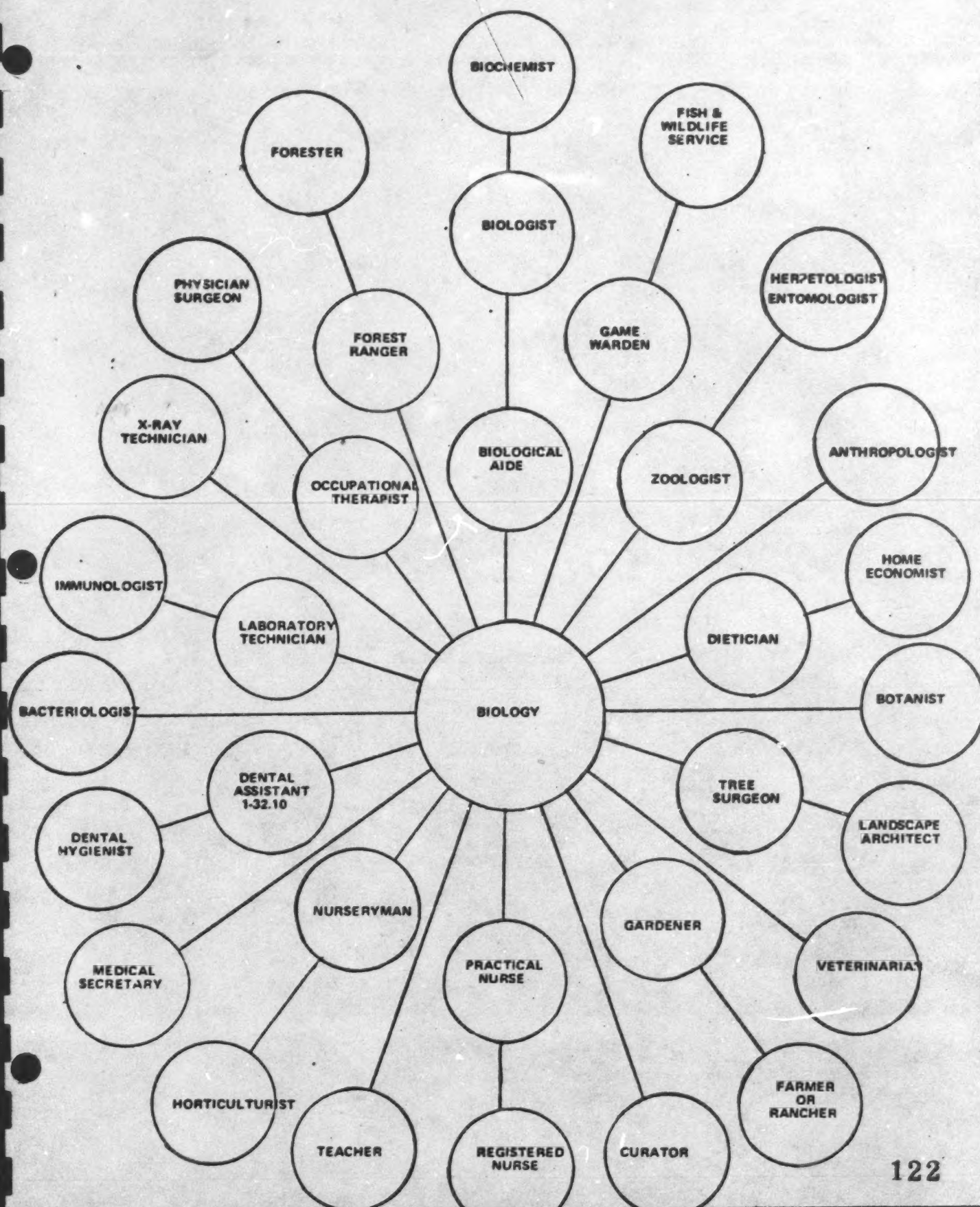
COME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN AGRICULTURE



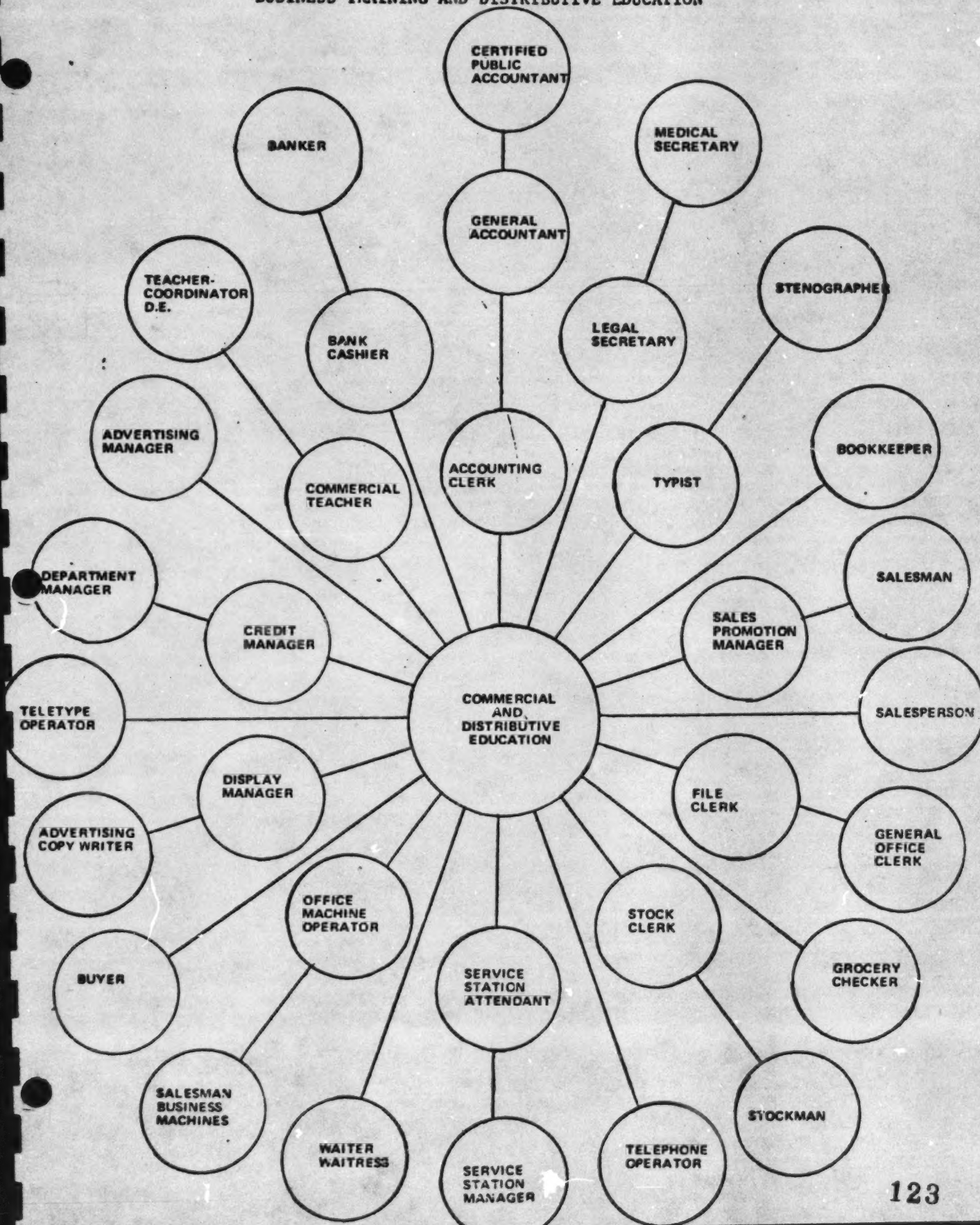
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ART



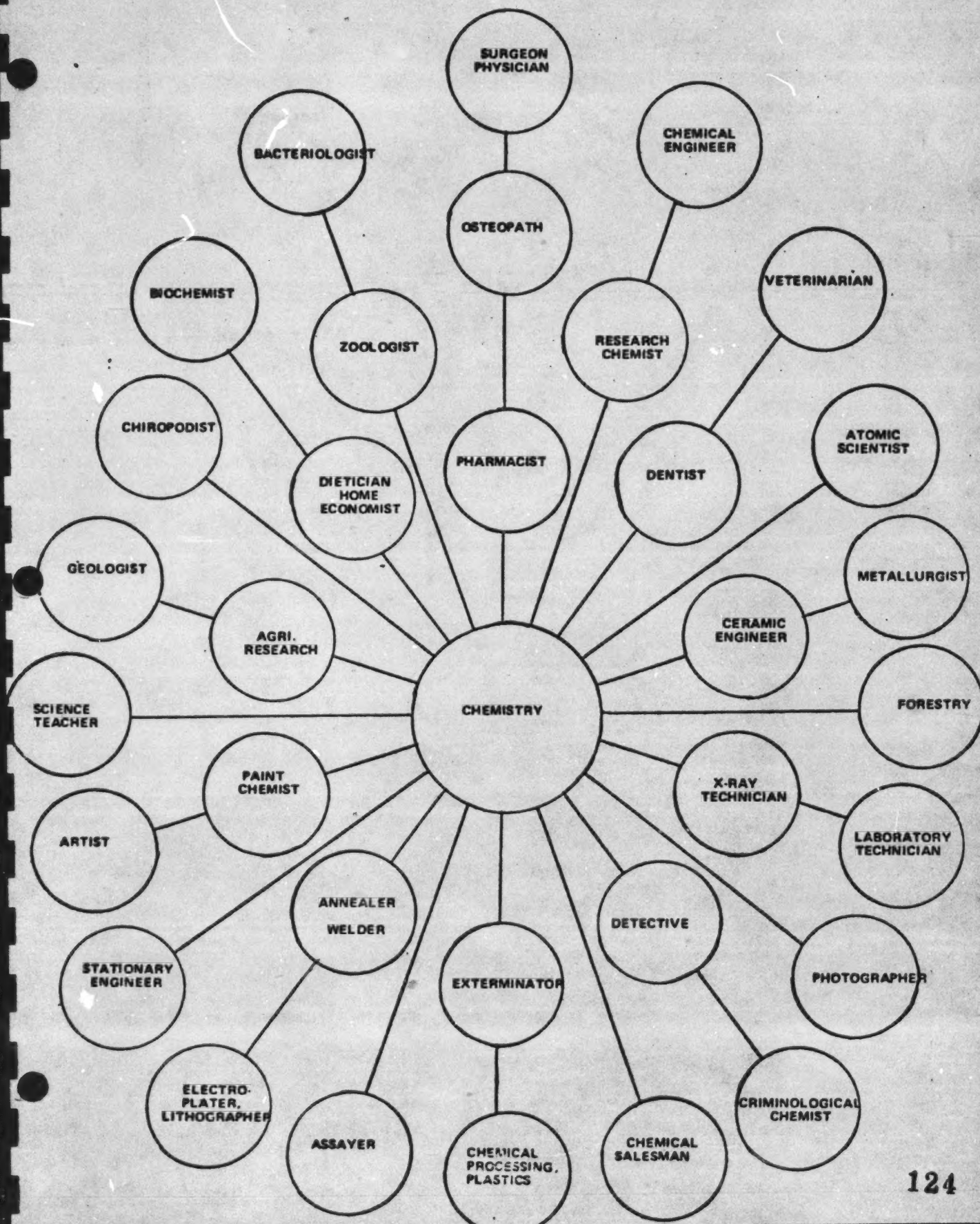
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BIOLOGY



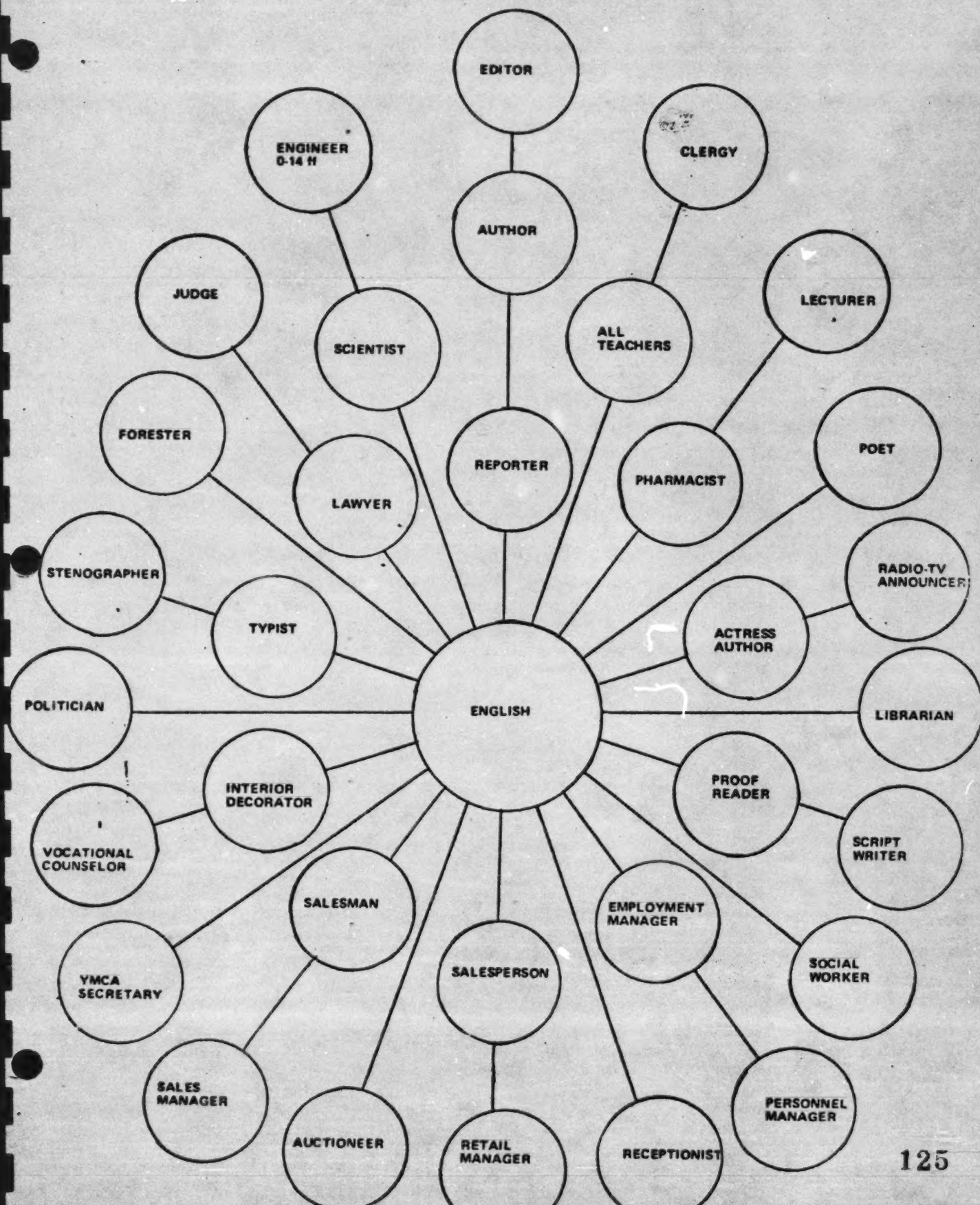
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN
BUSINESS TRAINING AND DISTRIBUTIVE EDUCATION



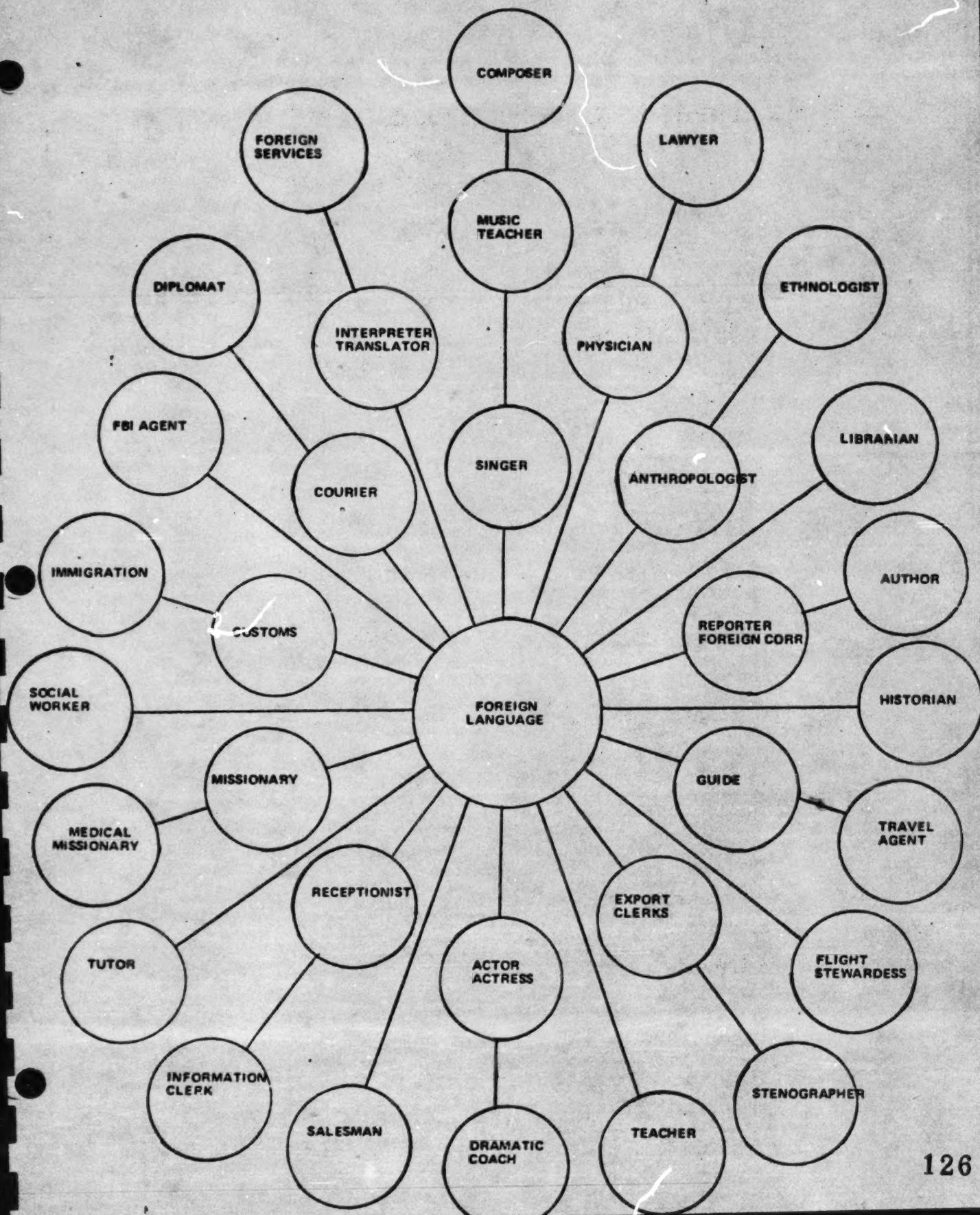
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN CHEMISTRY



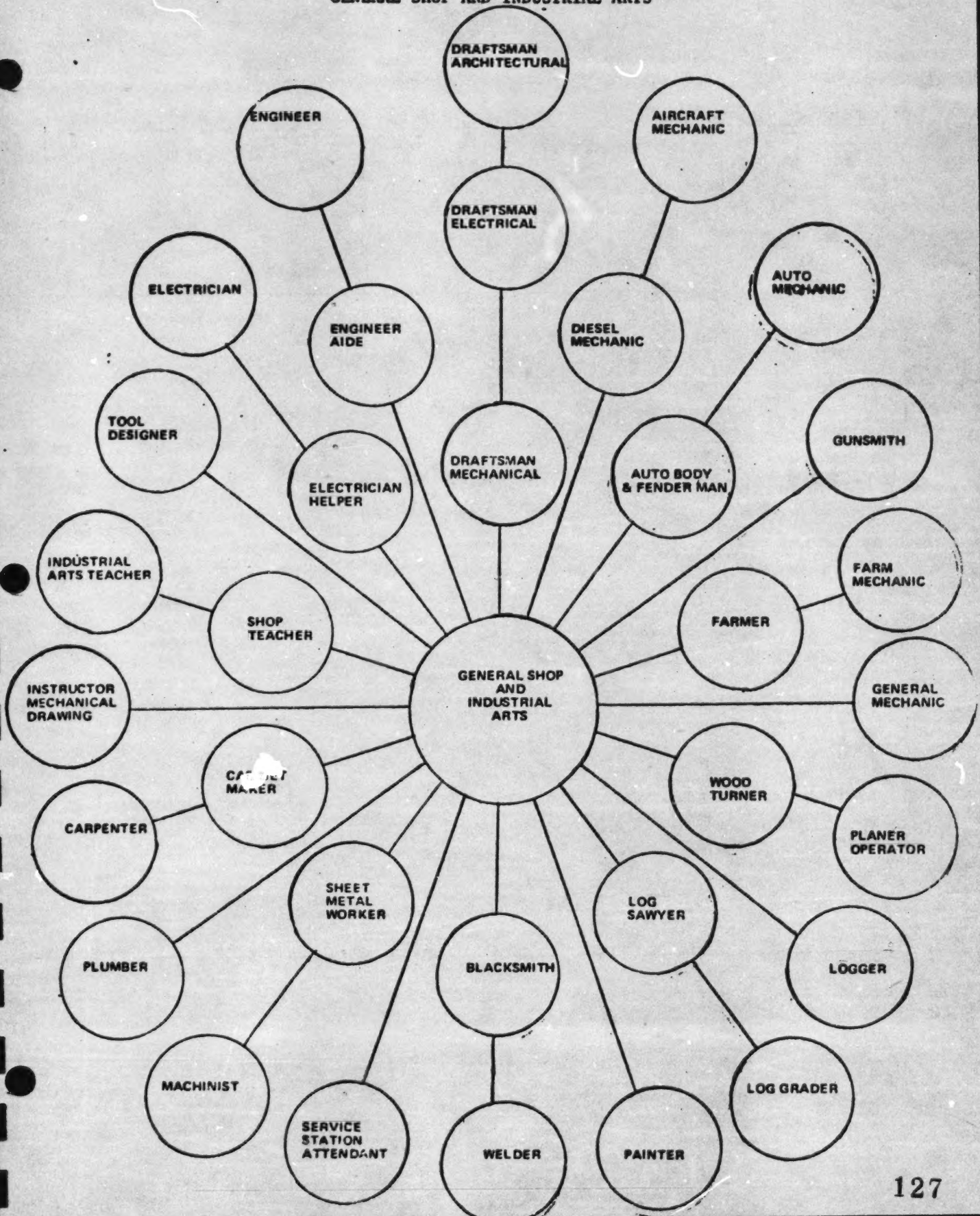
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ENGLISH



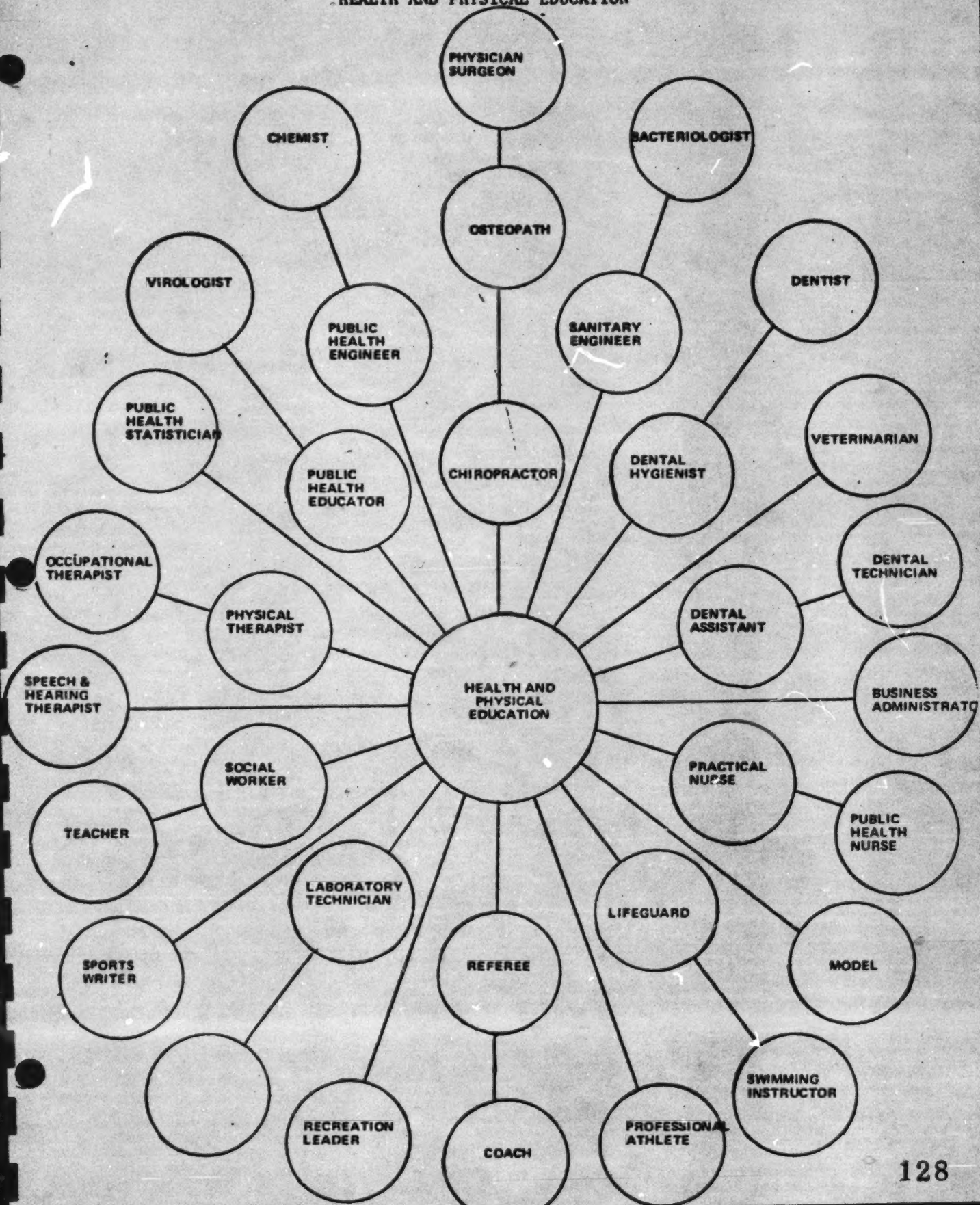
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN FOREIGN LANGUAGE



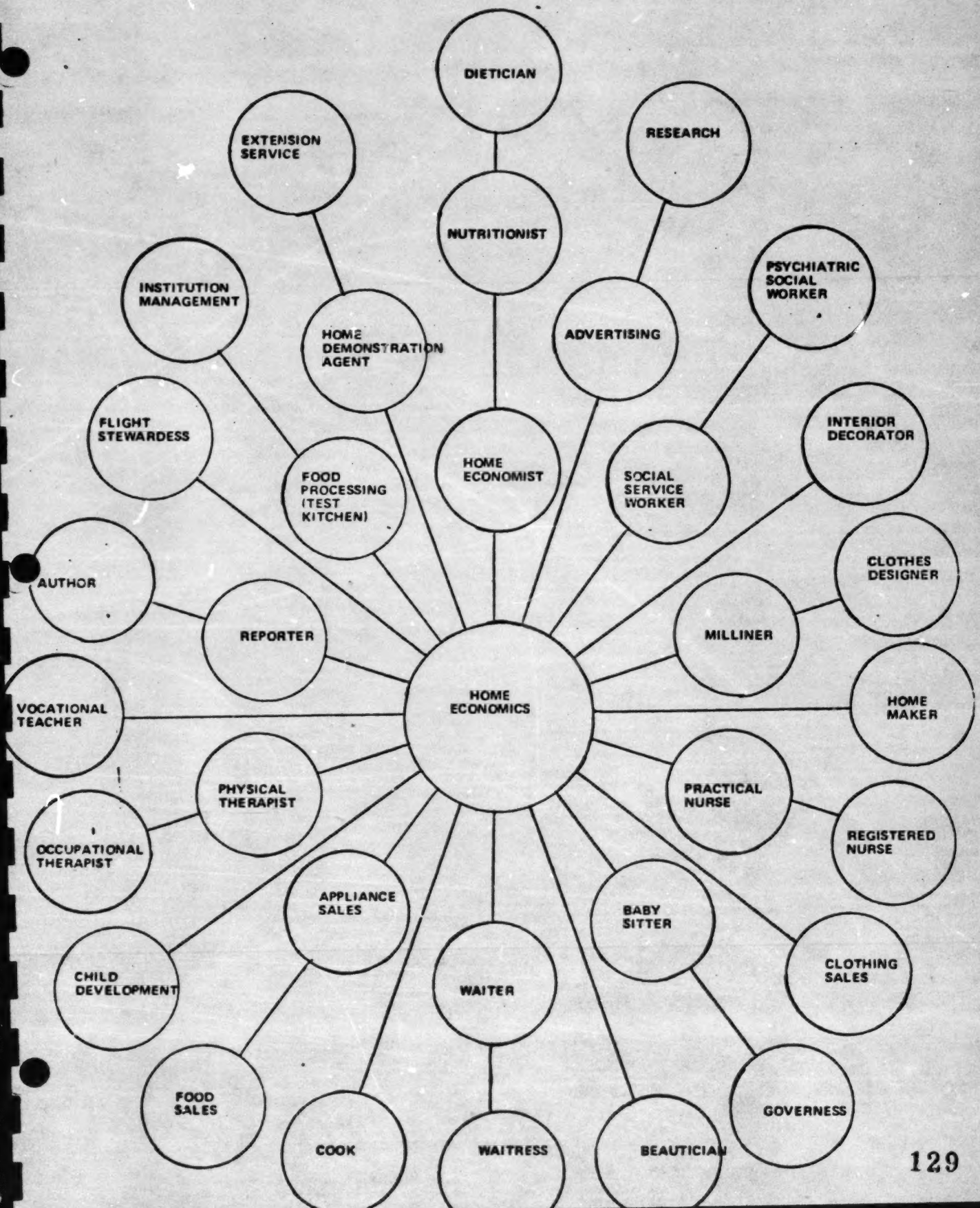
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN
GENERAL SHOP AND INDUSTRIAL ARTS



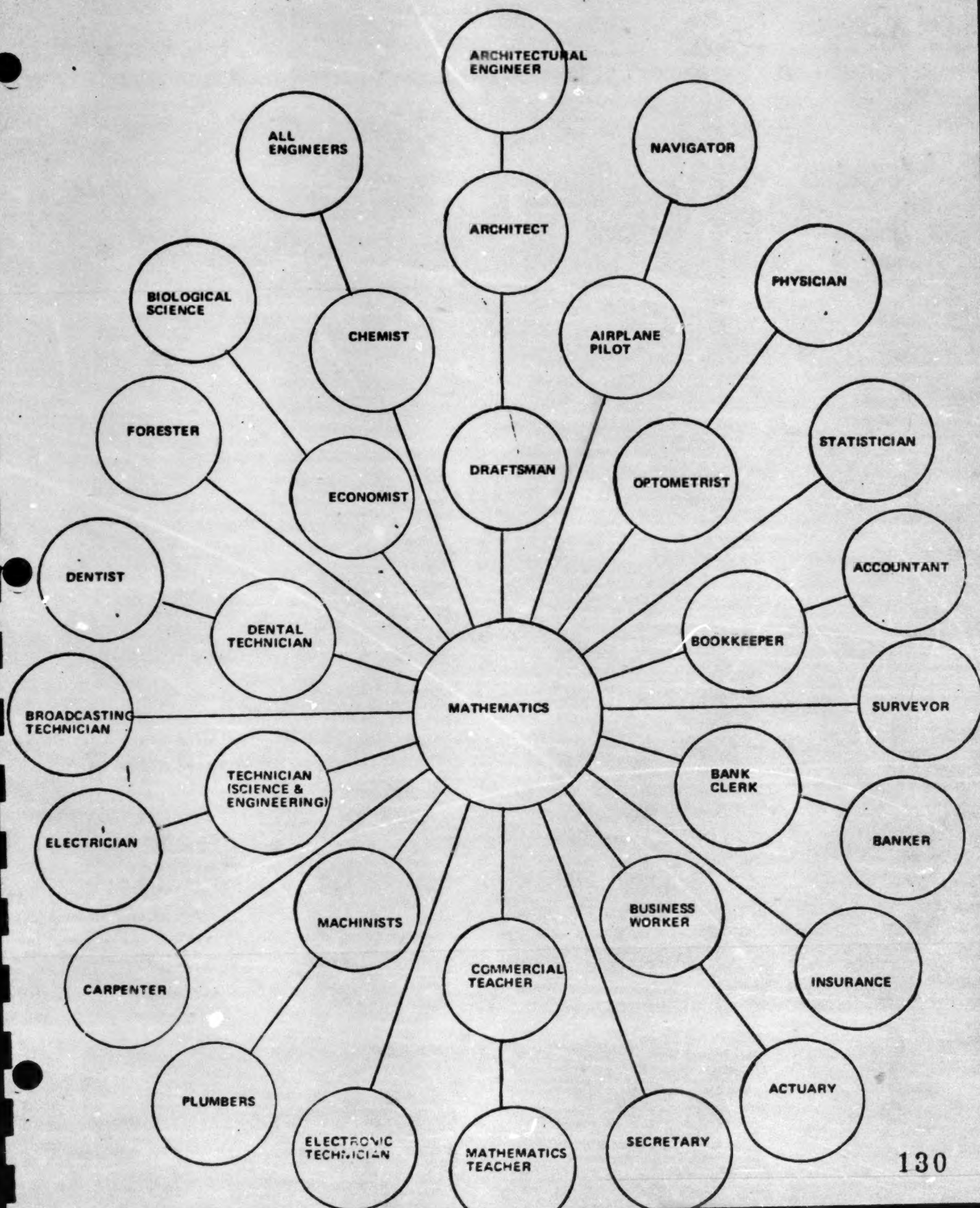
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN
HEALTH AND PHYSICAL EDUCATION



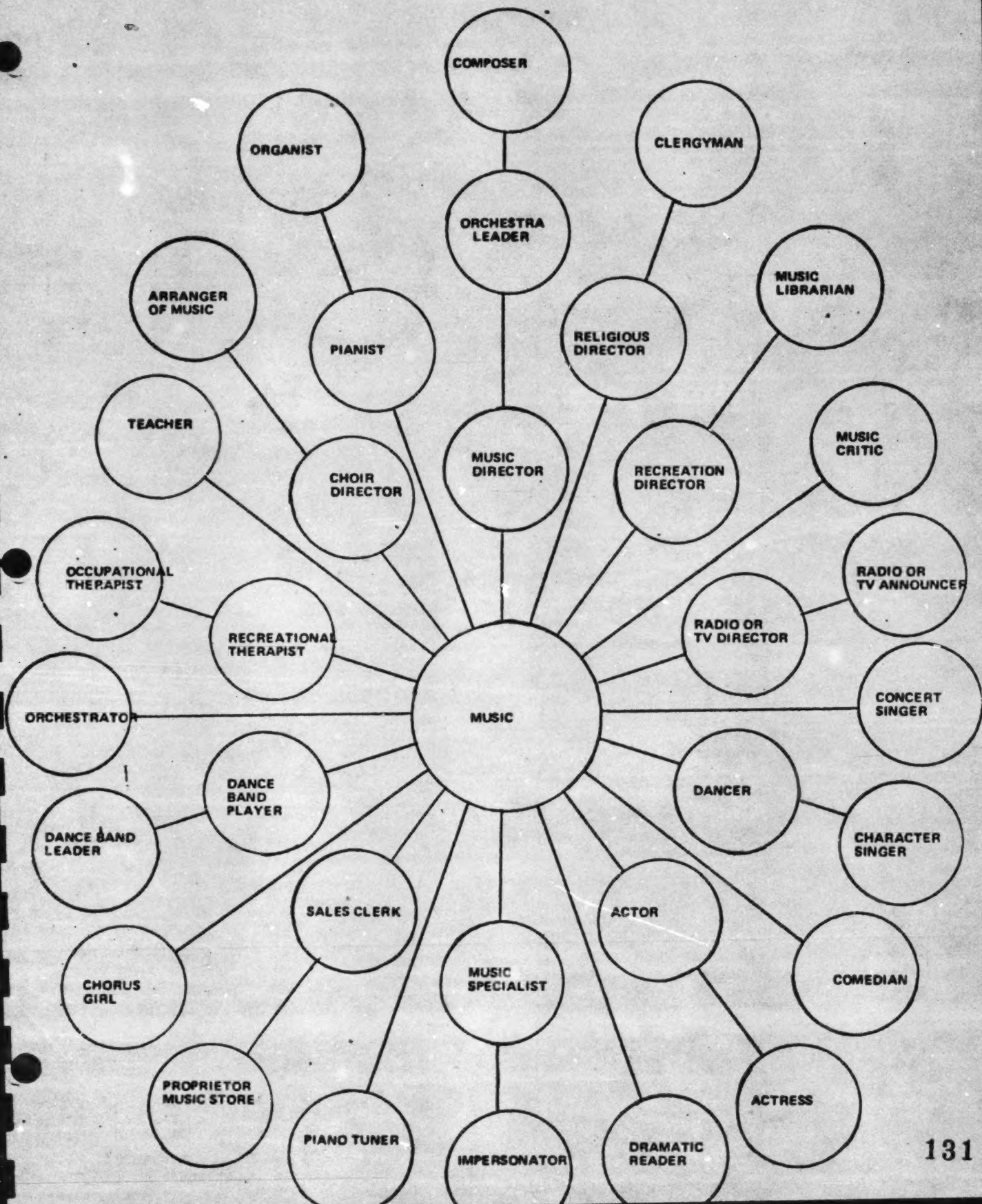
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN HOME ECONOMICS



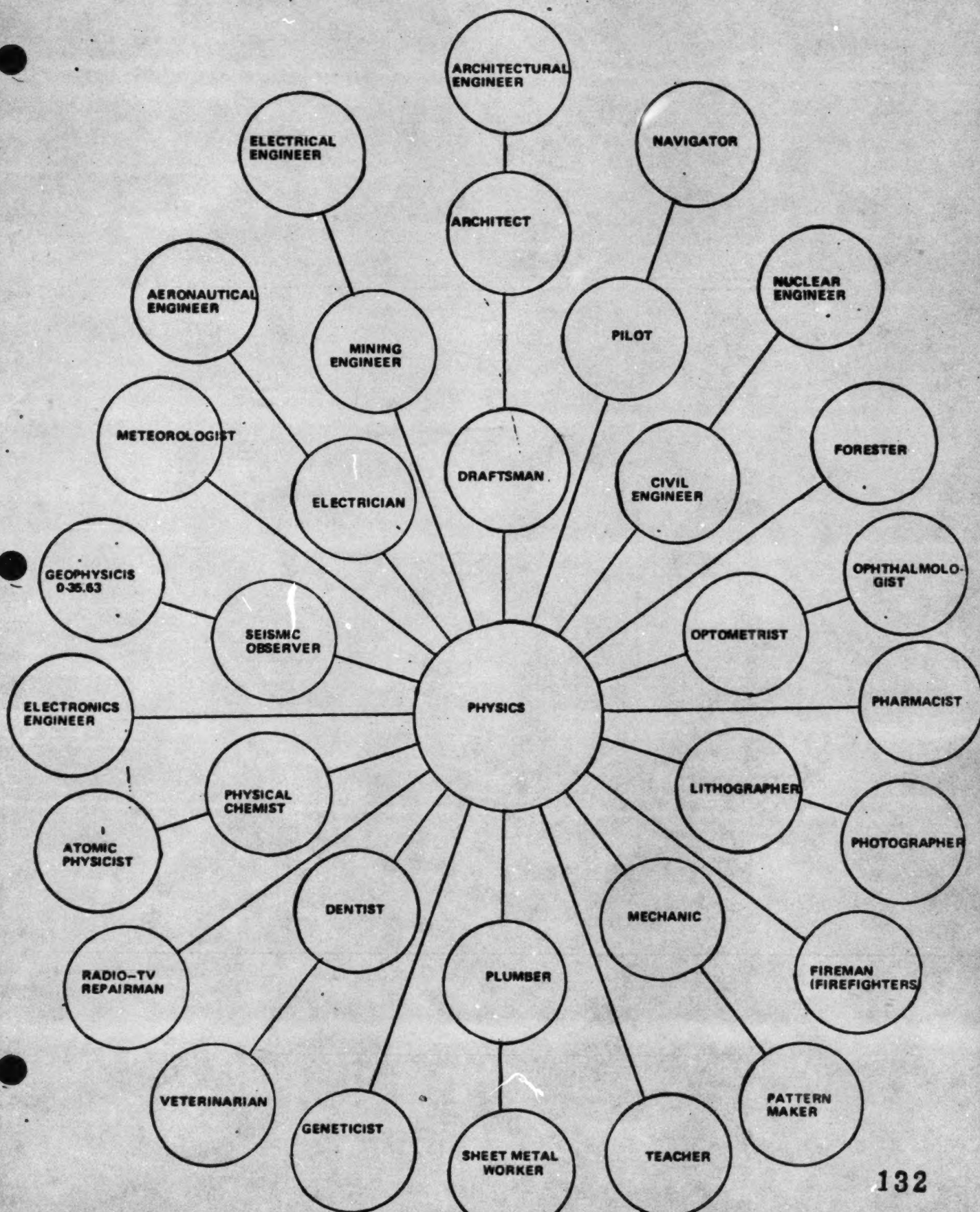
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MATHEMATICS



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MUSIC



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN PHYSICS



You Can Get There From Here

Every career requires some special preparation.

Different occupations are interrelated in many ways.

PERFORMANCE OBJECTIVE

The student will be able to demonstrate familiarity with the careers available in the air transportation industry and with the extensive application of mathematics in these jobs.

MATERIALS

Airline schedules, airline rate books, sample airline tickets, menus, baggage claim checks, airline travel folders, airline publications, such as magazines

LESSON CAPSULE

In connection with a mathematics unit on time and measurement, pass out airline schedules, rate books, tickets, menus, baggage checks, travel folders, and airline publications. Ask students to browse through them. In class discussion, explore the many different kinds of careers that are involved in the airline industry. As students mention occupations—pilot, copilot, engineer, designer, flight-control engineer, stewardess, chef, advertising copywriter, advertising art director, travel writer, reservation clerk, baggage clerk, and so forth—list them on the chalkboard.

Suggest to the class that mathematics is a kind of thread that runs through all these occupations. Give a few examples; then call for student ideas. For instance, the pilot must know mathematics in order to use his instruments and plot his courses. The engineers who design the aircraft, and the construction workers who build it, must know mathematics. The reservation clerk must figure rates, distances, and baggage weights. The flight-control engineer must know mathematics in order to avoid collisions of aircraft in flight.

The stewardess must know how many meals to serve and what to charge for liquid refreshments. The freight handler must know how much weight the plane can bear so as not to overload it. The designers and editors of the various publications use mathematics extensively in creating their products.

Ask the students to look at the airline schedules. Discuss how distance affects the cost of a ticket and how speed affects travel time between two points. Then show the class an airline rate and schedule book and explain how the time and rate factors were arrived at.

When the students fully understand the mathematical principles involved in figuring time, rate, and distance, present them a series of problems in which they must arrive at these concepts on their own. When the class has learned how to use the airline rate book, ask individuals to create their own airline schedule, including rate, time, and distance. Have students simulate buying airline tickets from each other, using the airline schedules they have created.

As a culminating activity, arrange to visit a local airport. Most airlines will be happy to offer you as much assistance as you need in arranging this field trip. When you arrive at the airport, lead your students to the airline desk to check the arrival and departure time of an imaginary flight and to "buy tickets" and "check their luggage." Then take them to the departure gate, where they can observe other passengers checking in, the clerk taking a passenger count and accommodating "standbys," other airport personnel at work, the landing of "their" plane, and the disembarking of passengers.

You may be able to arrange with an airline official to allow the students to board a plane and observe between-flight cleaning, how meals are taken aboard, and how meals are prepared. They might even get a peek at the cockpit. Outside the plane they

THE GRAND TOUR

CONCEPTS

Every occupation contributes to society.
Careers require different knowledge, abilities, attitudes.

A person may be suited for several different careers.

Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.

Different occupations are interrelated in many ways.

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PERFORMANCE OBJECTIVE

The student will be able to describe the range of careers in the community that are related to the tourist industry.

MATERIALS

Reference books, travel folders, posters, brochures

LESSON CAPSULE

Interest the class in creating a campaign to promote tourism in the community. Ask students to help you gather background material for discussion—travel folders, posters, brochures, and books about various kinds of tourist attractions across the United States. After the class has browsed through the material, have students select about ten places in the country that they would like to visit. Urge them to consider a wide range of tourist attractions. The final choices might include Washington, D.C., New York City, New Orleans, a seashore area, a dude ranch, a mountainlike area, a national park, a picturesque rural area, a ski area. When the list is complete, ask the class to identify the factors that make each selection a tourist attraction. Does the locale have natural beauty, swimming facilities, historical monuments, natural wonders, recreation areas, unusual local products or crafts, unusual architecture, special foods or restaurants, local festivals, sports events, floral displays or gardens?

You might invite your students' language arts instructor to help you expand students' investigation of tourist attractions. He or she might have students interview their families or adult friends who have toured a certain area or resort to find out: Why did the person decide to visit that place? What made it attractive? Was it convenience of location; budget considerations; cultural, historic, or scientific interest; a chance to get away from it all in beautiful surroundings; interest in local customs, foods, flora, fauna; exciting nightlife; education for the family? Students might use interview data to write reports or to give short oral reports to the class.

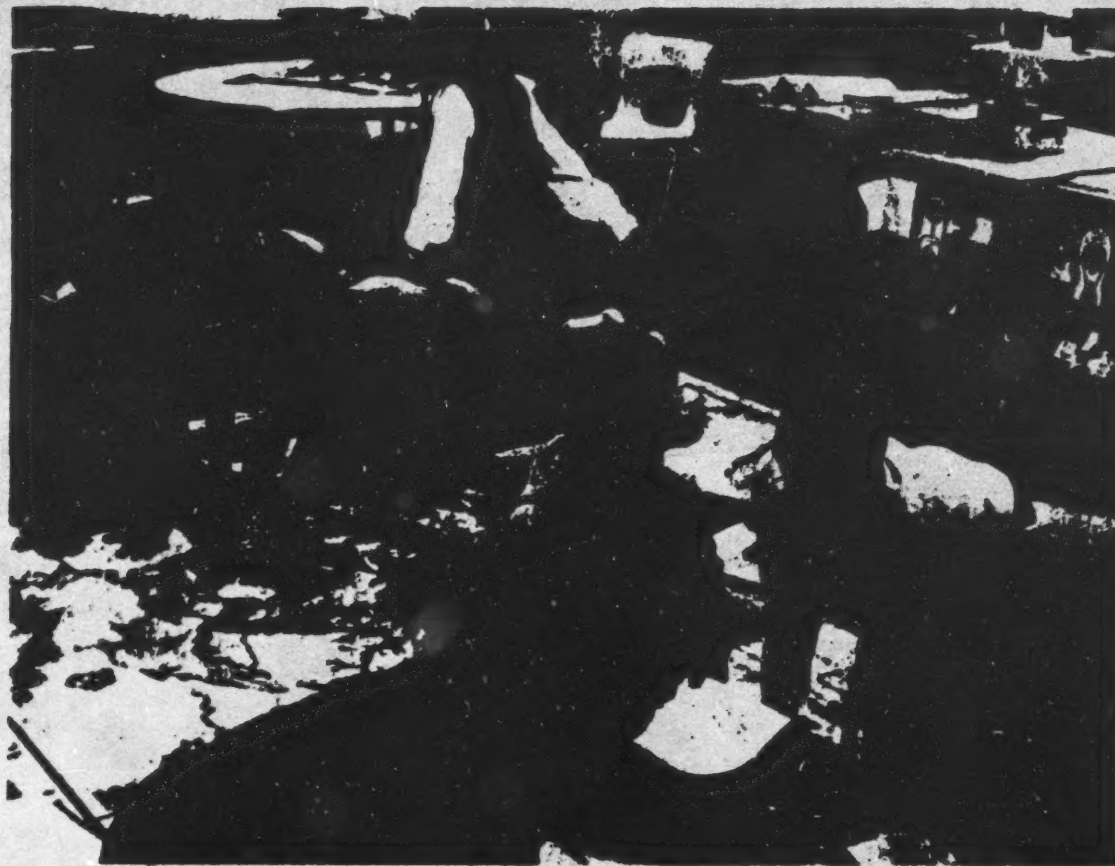
Suggest that students use interview questions and ideas that developed in class discussions to help them determine what attractions their own community and its environs offer the tourist. After a reasonable list of attractions has been developed,

divide the class into interest groups to explore these attractions further. The groups might study areas such as local products and crafts, historical attractions, natural wonders, recreational facilities, and cultural attractions. Have each group develop a promotional display of their particular interest area. If possible, have this display set up at the main entrance to the school or, better yet, enlist the aid of the local Chamber of Commerce and local merchants to have the displays placed in shop windows in the downtown area.

After this experience, have the class review the commercial brochures and pamphlets they looked at earlier, and urge them to use available occupational resource materials and their imaginations to determine the range of occupations associated with the tourist industry. List these occupations on the board. They might include travel writers, artists, photographers, travel agents, public relations representatives, advertising personnel, tour guides, swimming instructors, sailing instructors, historians, hotel managers, desk clerks, booking agents, forest rangers, recreational directors, airline stewardesses, restaurant owners, and shopkeepers.

Now have students list careers involved in developing promotional pamphlets. Propose that the group create a brochure advertising your community as a tourist area. Invite suggestions as to the kind of tourist information that should be included—availability of transportation; lists of hotels and motels, with rates; lists of restaurants, with prices; tours, with times indicated; places where local manufactured goods and crafts are made and sold; information related to historical or natural attractions in the area; recreational facilities; cultural and entertainment attractions.

After students have completed their pamphlets, guide them in working up skits in which various tourist occupations are enacted. You might select several members of



your class to compete as "tour guides" in developing a running bus tour monologue about the community. Another skit might be built around checking in at a local motel or hotel. Students might wish to make a visit to a cooperative hotel or motel to observe the checking-in procedure. Suggest that the "desk clerk" in this skit have information about the attractions in the community at his fingertips. Still another skit might be built around a tour of a local factory or craftsman's shop, with a "guide" explaining the process involved in the manufacture of a commodity the community is famous for. A preliminary tour of a factory or shop would be helpful for those involved in this particular role-play activity.

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As a culminating activity, enlist the interest of the local Kiwanis, Rotary, or other businessmen's organization, and have the class present their findings at a meeting of the organization.

OBSERVATIONS

Keep in mind that when some of your students have completed this project they will probably be well enough informed about the community to serve as junior guides at some local historic or natural attraction.

This activity was carried out by Genevieve Crutchfield in the Knox County Schools, Knoxville, Tennessee.

CAREER CORNERS

Appendix 91

CONCEPTS

People have many kinds of careers. Careers require different knowledge, abilities, attitudes.

Every individual develops a personal "style," which he can fulfill in a career with a similar "style."

A person may be suited for several different careers.

Every career requires some special preparation.

The choice of a career usually involves a compromise between greater and lesser needs.

PERFORMANCE OBJECTIVE

The student will be able to enumerate a variety of generalized job characteristics on which he can base comparisons of desirable careers.

MATERIALS

Occupationally related books and games, small tools, simple equipment, manufactured objects, on-the-job pictures, display boards, work tables, shelves or storage cabinets and other materials as appropriate

LESSON CAPSULE

A "career corner" is a kind of minilab containing a variety of paraphernalia and information that relates to a single occupational cluster. The career corner provides students with opportunities for "hands-on" experiences, which give them the "feel" of jobs at several levels within the cluster.

Meet with interested colleagues to plan a career-corner project involving as many classes and grade levels in your school as is feasible. With your principal, you might designate little-used corners, not only in classrooms, but in corridors and assembly rooms, where rather uninterrupted self-directed learning can take place. With your colleagues, select a modest number of occupational clusters, such as communications, marine science, and fine arts, that you feel will interest your students and that promise employment opportunities in your community. Develop some tentative ideas about the possible contents of each career corner, but plan to involve your students as much as possible in the planning and execution of the project.

Simultaneously with your colleagues, introduce the concept of career corners to your students. Elicit their ideas. Guide them in making practical choices of clusters and in coordinating their efforts with other classes. You may wish to divide the class into voluntary task forces to develop a number of minilabs.

Work with your students in a nondirective manner as they prepare career-sampling experiences for themselves and their peers, but intervene when necessary to assure that the career corners do provide intriguing and relevant occasions for learning. Activities that yield quick and visible results, such as making ink-blot prints or feeding fish that are on display in a tank or making self-portraits with a Polaroid camera, are ideal for these labs. Pictorial displays and student-researched data files on particular jobs within a cluster will add substance to a career corner.

THAT'S WHAT I WANT TO BE

Appendix 92

CONCEPTS

People have many kinds of careers. Careers require different knowledge, abilities, attitudes.

Every person is an individual, with different abilities, interests, needs, values.

Every individual develops a personal "style," which he can fulfill in a career with a similar "style."

People pursue careers for many reasons.

Every career requires some special preparation.

Career preparation must follow a plan.

The choice of a career usually involves a compromise between greater and lesser needs.

PERFORMANCE OBJECTIVE

The student will be able to identify a variety of considerations involved in choosing a career.

MATERIALS

Poster paper, a collection of magazines and newspapers, scissors, paste

LESSON CAPSULE

Ask each person to bring to class an object (toy, model, piece of equipment, etc.) that represents some aspect of a career he might like to follow as an adult. Have him present his object and explain its significance for him. During discussion of the ob-

jects, help individuals identify areas of their "chosen" careers that they would like to know more about. For example, what kind of preparation (education, training, special experience) will they need? What are the working hours, working conditions, opportunities for creativity or advancement? What satisfactions might they get from their careers?

Suggest that they do some research. They might write letters of inquiry, conduct interviews, read newspapers, magazines, encyclopedias, biographies. This information might be collected in notebooks or "career folders" that would inform other members of the class. At a later time, you might request that various individuals report on their research.

Some individuals may be interested in carrying their projects further by drawing or cutting out pictures that relate to their discoveries and by creating collages for display around the room. They might respond to the idea of writing short "news" articles, poems, short stories, or information outlines to accompany their collages.

In group discussions, explore with the class the significant contrasts between careers and the reasons different individuals may have for choosing certain careers. Perhaps you will want to introduce the idea that, in selecting a particular career to fulfill certain paramount needs, the individual may have to sacrifice certain less urgent needs.

SURVIVAL SPECIALISTS

CONCEPTS

Every occupation contributes to society.
Every career requires some special preparation.

Changes and conditions in the world affect careers.

People must adapt as the world changes.

PERFORMANCE OBJECTIVE

The student will be able to identify and describe a number of occupations that have changed or developed recently in response to the need to improve man's use of the environment.

MATERIALS

Research books on occupations and the environment, cameras, film, projectors, scrapbooks, magazines, newspapers, pamphlets, art materials

LESSON CAPSULE

As part of a science unit, invite a few interested students to develop "crisis" posters by pasting headlines, articles, and pictures about environmental problems on sheets of posterboard. Each poster should depict a special theme—air pollution, water pollution, waste-disposal problems, noise problems, and so forth.

When discussing the posters, ask the class to describe instances in the history of mankind when the occurrence of problems has stimulated the development of new careers or the modification of existing ones. For example, ask the group to think of all the occupations created by the threat to wildlife by hunters—game wardens, license agents, court personnel, etc.

Propose that the class investigate one or more of the present environmental crises to discover what "survival specialist" careers exist or are being developed.

Students might divide into teams or work independently, using a variety of research approaches. One group might establish a Survival Specialist Employment Counseling Service. Each student becomes a counselor for a different crisis area. Other students might role-play adults who would like to change their jobs and become survival specialists. Counselors would direct them to articles, pamphlets, brochures, books, and filmstrips that provide information on the range of alternatives available and discuss possible choices in terms of past experience, training, and interests, the amount of reeducation needed, and the availability and cost of additional training.

Other groups might visit local industries to interview workers who have become (or who were hired specifically as) survival specialists. For example, in the water conditioning field, technicians are now all trained to analyze water problems and to develop alternative solutions for businesses, industries, and individuals.

Some industries and organizations specialize almost exclusively in handling one or more aspects of the "environmental crisis." Among these are recycling plants for water, glass, metal, paper, and sewage. Students might develop an occupational handbook for each industry and include snapshots of workers, written reports of interviews, and

the pamphlets, graphs, and charts they collected when visiting the sites.

Other groups or individuals might gather information about inventors of pollution-control devices, politicians and writers involved in making people aware of problems and in establishing ways and means of handling the problems, volunteer and professional ecological organizations in the community.

Whatever students choose to investigate, their focus should be on what individual workers do, how they are trained, how they feel about their jobs, what more they hope to do.

As a parallel activity in math, students may be attracted to the economics of environmental improvement. Many estimates of costs to government and industry have appeared in the news. These reports might be compared, averaged out, and displayed on provocative posters and charts.

OBSERVATIONS

Adapted from programs developed at the Public Schools of Anne Arundel County, Maryland; and from an experience developed by Judy Ohlemacher and Cici Cunningham, Lawrence Cook Junior High, Santa Rosa, California

SPORTS UNLIMITED

Appendix 96

CONCEPTS

Every individual can have a meaningful, rewarding career.

Careers require different knowledge, abilities, attitudes.

A person may be suited for several different careers.

Work experience facilitates career decision-making.

Different occupations are interrelated in many ways.

PERFORMANCE OBJECTIVE

The student will be able to list and characterize a wide range of careers related to athletics.

MATERIALS

Camera, film, tape recorder, tape, poster paper, program material, advertisements for sporting goods, accessories, fashions

LESSON CAPSULE

Before an intramural sports activity, suggest that your class "produce" it like a professional event. Establish that many different kinds of abilities, talents, and skills are necessary to bring about an athletic event. Not everyone has the ability to play a sport on an active team. However, in addition to athletic ability, timekeeping, photography, broadcasting, journalism, uniform designing, program writing, poster designing, advertising, selling, refreshment vending, etc., are also involved.

Assign nonathletic participants to cover various interest areas. Before the event takes place, have your sportswriters ready to cover the game. Guide the designers and writers in putting together the programs. Help your advertising salesmen, copywriters, and artists prepare their assignments. Be sure the broadcasters and photographers are ready to execute their jobs.

The day of the event, distribute to the students the pregame press releases and articles that have been prepared by the news staff. Distribute the programs. Check out the broadcasting team's equipment and plans to tape the event. Then position photographers.

Immediately following the event, have the sportswriters distribute their news stories about the game. Impress upon them the importance to a journalist of deadlines and the immediacy of news.

The next day, discuss with students the various aspects of the careers involved in the experiment. Have those who participated explain their specific part in the project and why it was important. Then ask them to bring in advertisements of sporting equipment, accessories, and uniforms. Discuss the wide range of careers in the world of sports and leisure activity. You might point out at this time that a career in athletics is somewhat limited in duration, since age is an important factor. Point out also that a career in athletics usually involves an adjustment once a person has passed his physical prime. Use advertisements and

SURVIVAL OF THE FITTEST

CONCEPTS

The choice of a career usually involves a compromise between greater and lesser needs.

People change, and sometimes change careers, as they go through life.

Changes and conditions in the world affect careers.

People must adapt as the world changes.

A person's relationships with other people, with his employer, and with society affect his own career as well as the careers of others.

A worker must understand not only his job, but also his employer's rules, regulations, policies, and procedures.

PERFORMANCE OBJECTIVE

The student will be able to describe career conflicts that result from the competitive spirit.

MATERIALS

An informative essay on natural selection; examples of newspaper advice features, such as "Dear Abby"

LESSON CAPSULE

In a science unit, interest the class in discussing the "survival of the fittest" as it occurs in nature. Have them research the laws of nature as they apply to the survival of flora and fauna and find out what happens when the balance of nature is disturbed. For example, discuss the rabbit plague in Australia or the wood tick problem in the United States.

When they have completed this exercise, help them relate these concepts to the world of work. Why do some people survive in a career, while others do not? What are the factors that determine a person's survival in a given position? What does failure

at a job mean? Is it always the fault of the individual or do outside forces contribute? Is a person sometimes emotionally, physically, or mentally ill-suited for a particular position?

Have the students work independently or in small groups to develop imaginary situations in which someone is unhappy in or has failed in a career. These situations may then be used as the basis for role-playing activities, interviews, or short stories in a language arts unit.

Acquaint the students with the concept of seniority. What are the protections offered by many organizations to the employee who has spent years at a particular job? How does this affect competition among younger, more ambitious men? Is seniority good for everybody or just for some? Have the class develop a debate on the subject.

Now that the students have developed their imaginary personal problems, suggest that they write a letter to Abby for advice. For example, a student might write the following letter.

Dear Abby:

I recently took a position with a construction company in which I am forced to do carpentry work on the roof of a building. I find that I am very frightened of heights. My work is suffering, and the foreman tells me that, if I don't work faster, I will be fired. I am afraid to tell him that I fear heights, because

he might think that I am a coward, and yet I don't want to lose my job. What should I do?

Yours truly,
Frightened

Ask the students to put their letters in a large box and have each student select a letter at random to reply to. Request that the letters and the advice be read aloud by the various students.

When a number of situations have been presented, help the class select problems which demonstrate that some people are not prepared emotionally, physically, or mentally for certain positions; other problems which show that an outside factor is involved; and others which indicate that the individual is definitely not at fault. Have the class analyze additional situations as they are read. Is the advice valid? Is the individual wrong, or are there other factors involved?

Have group discussions about competition; its basis in our natures; how we can utilize, restrain, cope with the instinct.

OBSERVATIONS

This activity was adapted from programs developed by the Office of Instructional Services, State of Hawaii; the World of Work Exemplary Project, Bismarck, North Dakota; and the Oregon Consolidated Schools, Wisconsin.

THE BEST RESTAURANT IN TOWN

CONCEPTS

Every individual develops a personal "style," which he can fulfill in a career with a similar "style."

Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.

Work experience facilitates career decision-making.

Any career area has different levels of responsibility.

A worker must understand, not only his job, but also his employer's rules, regulations, policies, and procedures.

PERFORMANCE OBJECTIVE

The student will be able to describe in some detail occupational opportunities in the food-service industry.

MATERIALS

Kitchen facilities, equipment for preparing and serving meals, appropriate costumes for workers, a room in which meals are served and eaten, art materials

LESSON CAPSULE

With a group of students in a home economics course, chef's club, or food-services exploratory program, discuss the possibility of establishing a restaurant within the school. As students verbally explore the idea, list ideas and questions that need further study

before a decision can be made. For example:

What kitchen and dining room facilities are available during lunch periods?

Will students have to rent space; pay for heat, light, and cooking fuel; and borrow money for supplies?

What legal requirements (health inspection, safety requirements, licensing) must be met?

How many customers can be served?

Who might the customers be?

What kinds of food might be served?

What equipment will be needed?

What kinds of jobs are necessary to a smoothly running restaurant business?

What duties, responsibilities, skills, aptitudes, and personal qualities are requisites of each job?

Divide the group into investigation teams. Arrange for one or more of the teams to visit local restaurants, talk with each owner/manager about the restaurant business, and observe and interview the restaurant staff. Teams may develop charts, a job file, a sound and slide presentation, or other means of communicating their data to the rest of the class.

Other teams might consult with the school principal, cafeteria staff, home economics instructors, and custodians to determine the feasibility of opening a small restaurant. After the teams collect data on the research questions developed in class, they might

combine forces to develop an "action plan"—a listing of the steps that must be followed before the restaurant can become a reality.

When all the teams have completed their research, have each team plan to take over a class period and conduct "briefing" sessions. Whenever possible, the teams should involve the other class members in acting out the procedures needed for establishing the restaurant and in role-playing the jobs that contribute to running the restaurant. For example:

Procedures Estimating the amount of financial backing needed to get started; applying for loans and/or developing fund-raising plans; developing lists of equipment available for preparing and serving food and for clean-up procedures; noting the cost of repairing or replacing damaged, broken, or lost items; evaluating health, safety, and legal requirements applicable to this kind of food-service business and arranging for necessary inspections, licensing, and so forth

Jobs Manager, accountant, health and safety inspectors, advertising manager, purchasing agent, menu planner(s), head chef, specialty chefs (entrée, vegetables, salads, pastry), cooks and cook assistants, hostess, head waiter, waiters, waitresses, cashier, busboys, dishwashers, custodians

Students might invite instructors in math, economics, business education, art, graphic arts, and home economics (and perhaps the principal and other school administrators) to sit in on the briefing sessions and to serve as consultants. It is very possible that if staff members become involved with the simulations conducted in the "briefing" sessions, they will give enthusiastic support to the restaurant idea. Indeed, they may become the first and most steady customers!

212 Should the restaurant become a reality, the class might investigate the following "suc-

cess" hints gathered from schools in which the business was successful.

Limit business days to one, two, or three days a week. Fridays are good evaluation and planning days. Mondays are good purchasing and "prepare ahead" days.

"Contract" with instructors to correlate their programs of study with different aspects of the restaurant business. For example: In math, develop a budget for the project and establish a bookkeeping system; in home economics, design and make aprons and caps for chefs, cooks, busboys, and waitresses, and also develop menus and experiment with recipes; in graphic arts and art, design and print menus, place mats, and advertisements; in foreign language classes, develop menus with English subtitles.

Some students, after experience in the school restaurant (or in the "briefing" sessions), may take part-time jobs in local restaurants. Encourage them to report periodically to the rest of the group and discuss relationships with co-workers, employers, and customers; the various "hassles" encountered in the business; whether or not they enjoy their work; salaries, tips, work hours, and so forth.

OBSERVATIONS

The ideas incorporated in "The Best Restaurant in Town" were developed by students and teachers at opposite ends of the country. June Burke's students in the David Douglas High School, Portland, Oregon, have successfully run "The Kilt" Restaurant for almost a year. Their establishment serves snacks and beverages between meals as well as lunch for school personnel and students. On the opposite coast, two seventh-grade classes at the Middle School in Hackensack, New Jersey, run a faculty and visitors' restaurant. Their establishment is open Thursdays only. The classes take turns running the restaurant, alternating each week.

GREEN THUMB

Appendix 100

CONCEPTS

Every person is an individual, with different abilities, interests, needs, values.

Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.

Every career requires some special preparation.

Work experience facilitates career decision-making.

Different occupations are interrelated in many ways.

PERFORMANCE OBJECTIVE

The student will be able to list and describe occupations in the field of horticulture.

MATERIALS

Reference works on horticulture and related occupations; materials for charting and audiovisual production; bulletin boards

LESSON CAPSULE

As part of a science class, a career-preparation program focusing on horticultural occupations, or a school club program, challenge students to identify as many careers related to the area of study as possible. Their list might include:

Interior decorator	Horticulturist
Landscape architect	Botanist
Gardener	Plant pathologist
Nursery manager	Hydrologist
Retail florist	Agronomist
Tree surgeon	Soil conservationist
Truck farmer	Forest ranger
Fruit grower	Park service worker
Floriculturist	Tobacco farmer

Suggest that students, individually or in small groups, research a career of interest. Information about occupational duties, requirements, responsibilities, training, salaries, rewards, and so forth, might be presented in career booklets, bulletin board displays, skits, panel discussions, sound and slide presentations, or in other ways devised by students. In addition to these reports, have each group design and present a demonstration project exemplifying some aspect of the work performed in the occupation being studied. *For example:*

Botanist	Develop a chart showing different means of classifying plants.
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<i>Florist</i>	Demonstrate potting of plants in a decorative indoor planter or terrarium.
<i>Nursery owner</i>	Construct a glass-covered "flat" in which to grow seedlings for later transplanting.
<i>Fruit grower</i>	Demonstrate grafting
<i>Landscape architect</i>	Draw up several blueprints showing alternative ways to landscape the school grounds.
<i>Floriculturist</i>	Develop a series of charts illustrating cross-pollination methods and genetic principles used to develop new flower strains.

If student interest is high and the group is enthusiastic about participating in more comprehensive and extensive work-study projects, you might have groups work up "project proposals" to submit to school authorities, the school board, the PTA, and interested local organizations. Projects successfully carried out around the country include the following.

Building and running a greenhouse and selling plants to local retail stores as well as to individual customers.

Developing and running a gardening and landscaping business

Setting up, in cooperation with the local Park Service, a Junior Park Service Corps, which participates in maintaining and improving local parks and preserves, and which provides guides and instructors for "outdoor education" classes.

OBSERVATIONS

"Green Thumb" is a composite of ideas and experiences developed by students and teachers in the Public Schools of Dayton, Ohio; the Public Schools of Newark, Delaware; H. E. Gibson, Doyle High School, and Ray Jones, Halls High School, Knox County Schools, Knoxville, Tennessee; John Lepley in the Public Schools of Fort Benton, Montana; and the David Douglas High School in Portland, Oregon.

COLOR AND CAREERS

CONCEPTS

A person may be suited for several different careers.

Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.

Every career requires some special preparation.

Work experience facilitates career decision-making.

Different occupations are interrelated in many ways.

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PERFORMANCE OBJECTIVE

The student will be able to identify with various occupations that require knowledge of and skill in the use of color.

MATERIALS

Scraps of fabric, wall and floor coverings, building materials; magazines, newspapers, other publications containing pictures and information on various uses of color; cameras, film, tape recorder, and cassettes; art materials; materials for constructing models

LESSON CAPSULE

On the chalkboard, write, "Colorful living takes masterful planning." Ask students to react. Allow them to interpret the remark in whatever way they wish. Then gradually turn the conversation to careers or occupations to which this statement might apply. Suggestions might include:

Interior decorating	Cosmetology
Upholstering	Film making
Furniture design	Photography and advertising
Painting (oil, water-color, etc.)	Packaging design (for products)
Fabric and rug designing	Landscaping
Clothing design	Floral arrangements
Window display	Gem setting
Set and costume design	Homemaking

Provide students with a variety of experiences that will allow them to "get the feel" of several color-focused occupations. If possible, invite representatives of each occupation to take part in the experiences as consultants and as participants in follow-up discussions. "Hands-on" experiences might include:

Have students examine their own natural coloring and do some experiments to discover how their personal appearance is enhanced by certain colors in their clothing and surroundings. They might also experiment with different lighting effects and cosmetics. Guide them to the realization that these color-discrimination skills are required in dress designing, window-display designing, cosmetology, make-up art, and numerous other professions.

Ask students to collect fabric swatches, paint-sample chips, wallpaper, scraps of Formica paneling, tile, rug, stone, brick, shingle, and so forth. Place these in a "resource center" from which students may draw to decorate model homes or "dream rooms" they have constructed. Point out that color-coordinating is an occupational skill of interior decorators, artist-painters, set designers, etc.

Invite students to help you develop a bulletin-board display illustrating various color solutions to problems of room size; exposure to sun; patterns of design; personal preference; large areas and accent pieces; collectors' items and heirlooms; unifying a room, house or apartment; mood of living area; personality of decorator; character of house and lot. Examples of occupational application of color awareness include various staff members of interior-decorating and home-improvement magazines.

Arrange for students to visit model homes and apartments, furniture showrooms, new industrial parks where buildings and grounds have been designed with attention to color, texture, shape, and space. If possible, students might interview designers and discuss not only the problems encountered in designing and how such problems are solved, but also the qualifications, responsibilities, and satisfactions of the occupation. Students might also interview prospective home buyers, apartment renters, furniture buyers, and workers in the industrial parks about how color influences their daily lives.

Culminating activities that help students become aware of their developing "eye" might take several forms:

Show slides, filmstrips, or color photographs demonstrating the use and abuse of color. Students might form panels of "experts" and evaluate each picture, pointing out sound, creative uses of color and color principles and making suggestions for changes in poor examples.

Investigate "way out" interior decorators, fashion designers, and so forth. To what do they owe their success? Discuss inherent ability, training, service, years of experience, wealth of materials, inspiration, work. Distribute black and white photos (from newspapers, magazines, and other sources) of "way out" creations and have students develop one or more color schemes for each.

Have students take color slides or snapshots that demonstrate good or unusual color harmony in nature. Combine results to create a resource book or a sound and slide presentation for use by other classes.

YOUR HIT PARADE

CONCEPTS

Careers require different knowledge, abilities, attitudes.

A person may be suited for several different careers.

Every career requires some special preparation.

Different occupations are interrelated in many ways.

Any career area has levels of responsibility.

PERFORMANCE OBJECTIVE

The student will be able to portray something of the complexity of a major industry and to identify the occupations involved in producing a hit record.

MATERIALS

Hit recordings, record player, clippings from magazines or newspapers, bulletin board

LESSON CAPSULE

Have students bring their favorite recordings to share with the class. In discussion, explore student knowledge and ideas about how such recordings are produced. Suggest that they select a recording and explore its history in detail.

You may wish to team up with a school music teacher in developing and conducting the remainder of this activity.

Continue by having the class speculate about who contributed at various stages in the evolution of the recording. Lead them to touch on composer, lyricist, arranger, conductor, instrumentalists, vocalists, studio engineers and managers, promoters, manufacturers, marketers, advertisers, jacket designers, publicists, distributors, music-store proprietors, disc jockeys, etc.

Have students list these occupations and then place them in the order in which they contributed to the recording.

If possible, have students find out who actually filled these positions on the particular recording they are researching. Letters of inquiry to recording companies and professionals might be written in language arts classes for extra credit. In the same or subsequent letters, students might request information about equipment, supplying companies, costs of various services and materials, and so on.

Urge other students to gather information from books and magazines on the life-styles of prominent people in the popular-music business. Encourage them to search out the negative as well as the positive aspects of celebrity life. For contrast with the "star" mode of living, the study group might be interested in determining the incomes and resulting life-styles of technicians in familiar urban industries. Ask students to make reports about what they have learned.

CHECK LIST OF STEPS FOR FIELD TRIPS TO ECONOMIC ENTERPRISES

by

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STEP ONE

Make appointment with appropriate individual at enterprise to discuss the feasibility and arrangements for field trip for purposes of economic education. The following questions would be considered:

1. What kinds of information and experiences are available from the field trip?
2. What date -- day of the week -- and time would be best? What alternatives are there?
3. What total group could be accommodated best? Adequately? Would sub-grouping be advisable? If so, what size or composition would be best?
4. How much travel is involved to reach enterprise? What kind of transportation facility advisable and available (bus, cars)? Approximate cost?
5. What alternatives are there for amount of time used to visit and analyze enterprise? What alternative schedules are there for the day?
6. How much physical activity would be involved in taking the field trip? Alternatives What clothing would be most appropriate?
7. What arrangements and facilities would be needed for food for the group? Alternatives
8. Are there any screening requirements for members of the group, such as security clearance, health, age? If so, how is this accomplished?
9. Is there any preparatory study recommended? Are there materials or personnel available to assist in this?
10. Are there any restrictions during the field trip such as photography, questioning, tape recording?

STEP TWO

Assuming the field trip is feasible, hold conference with individuals of enterprise who are likely to have major responsibilities throughout the field trip (those who would be qualified to accompany visiting group and answer such questions as those on the Field Trip Guide Questionnaire).

1. Acquaint them with names, positions, background, and broad interests of members of group taking the field trip.
2. Provide them with the kinds of information and experiences which the members of the group hope to gain from the field trip (distribute copies of the Field Trip Guide Questionnaire).
3. Secure reactions and suggestions on the schedule, procedures, or content planned for the field trip.
4. Develop schedule for the field trip cooperatively, including specifics of time, place, personnel, procedure and content for all parts.
5. Clarify understanding of all questions raised in Step One above or any questions there may be about the group taking the field trip.

STEP THREE

Hold Planning Conference with group taking the field trip. The following would be done:

1. Discuss the major purposes of the field trip (information about enterprise, experiences at enterprise, experience in taking field trip, benefits of mutual acquaintanceship between employees of enterprise and educators, developing patterns for continuing cooperation and support).
2. Acquaint them with the preliminary conference that was held with the enterprise personnel.
3. Discuss the areas of knowledge and specific questions which can be investigated during the field trip (distribute copies of the Field Trip Guide Questionnaire).
4. Discuss the schedule that has been arranged for the field trip (travel, visitation, meals).
5. Discuss the grouping which is to be followed and arrange for group leaders (appointed or elected).

6. Discuss the sharing of responsibilities in carrying out the entire field trip -- transportation; raising questions during the field trip (drawn from Field Trip Guide); expressions of appreciation; preparing written summaries; presenting oral reports; taking pictures.
7. Discuss the possibilities for capitalizing on educational opportunities during trip to and from the enterprise.

STEP FOUR

Take the field trip doing the following:

1. Assemble group and coordinate travel plans to reach site of enterprise; provide each person with name of person in charge of field trip at enterprise and the time and place for assembling at enterprise.
2. Provide each participant with the following: name tag; schedule for the field trip; set of questions to be raised by total group and/or sub-groups; listing of key personnel of enterprise involved in field trip.
3. During field trip, cooperate with enterprise in having pictures taken and/or take own pictures.
4. Raise questions throughout the field trip (from Field Trip Guide).
5. Extend oral appreciation to hosts upon departure.

STEP FIVE

Recapitulate and Share Field Trip Information and Experience by doing the following:

1. Set up session for oral reporting by individuals and groups.
2. Develop total written report from separate reports turned in by individuals or groups.
3. Send letter or letters of appreciation to personnel of enterprise.
4. Develop scrapbook of field trip, including written report and pictures.